

# Gabbinbar State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Gabbinbar State School** from **21 to 23 July 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Leah Mullane	Internal reviewer
Ray Bloxham	Internal reviewer



## 1.2 School context

<b>Location:</b>	Stenner Street, Centenary Heights	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	348	
<b>Indigenous enrolment percentage:</b>	5.2 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	6.6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	13.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1042	
<b>Year principal appointed:</b>	2012	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), teacher librarian, Speech Language Pathologist (SLP), 17 teachers, three relief teachers, Business Manager (BM), administration officer, seven teacher aides, schools officer, 64 students and 20 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) previous president and current president.

Partner schools and other educational providers:

- Centenary Heights State High School principal, Middle Ridge State School principal, Withcott State School principal, Rangeville State School principal and C&K Gabbinbar Community Kindergarten director.

Government and departmental representatives:

- ARD, Advisory Visiting Teacher (AVT) – Deaf and Hard of Hearing.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	Headline Indicators (April 2021 release)
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School differentiation plan and flowcharts	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

***‘Creating a beautiful place to belong, inspire and grow’ is reflected in many aspects of school life.***

The school buildings are located within attractive gardens, providing students with a calm environment in which to learn. Leaders, staff members and parents express appreciation of the small school feel where every student is viewed as an individual. Individual student needs are recognised and leaders articulate the importance of supporting every student to learn and achieve.

**A strong focus on the teaching of reading is prioritised within the school.**

School leaders and teachers articulate that a strong focus on the quality implementation of the Australian Curriculum (AC) has impacted positively on the implementation of reading instruction at the school. Many teachers articulate how curriculum units are embedded as a part of the literacy blocks and reading instruction. Literacy blocks provide focused and intensive development of literacy skills within the AC. Skills in reading, writing and spelling are developed during this time. This is a consistent and embedded practice across the school.

**The leadership team articulates quality curriculum delivery as vital to the improvement of student outcomes.**

The school leadership and staff team are committed to quality curriculum delivery across all learning areas. Teachers unpack Curriculum into the Classroom (C2C) units for classroom implementation. Some teachers backward map from assessments to determine vital elements for implementation within the unit. Some teachers plan units with differentiated practices aligned to lessons and student ability. A consistent whole-school approach to unit planning is yet to be developed. Most teachers express a desire for regular collaborative planning opportunities.

**School leaders value the expertise in the teaching team, articulating its importance in improving the learning and wellbeing for all students.**

Teachers and leaders express appreciation of their colleagues and identify that many teachers in the school have high levels of expertise. Teachers articulate a desire to observe colleagues and participate in professional discussions about their observations. Some teachers express appreciation of previous opportunities to receive feedback on their teaching. A framework that provides clear protocols and processes to guide coaching, mentoring, observation and feedback, and Watching Others Work (WOW), and that is focused on the continuous improvement of teachers’ pedagogical expertise is yet to be developed.



**The wellbeing of staff members is identified as an important aspect of a positive school culture.**

Support for staff members is recognised as being offered and there is a visible commitment to creating a strong wellbeing culture. Some staff members express the desire to receive more positive feedback on their teaching, and that more opportunities to celebrate improvements as a team would be appreciated. Some staff members identify that enhancing communication is an ongoing priority for development. At the time of the review, leaders and staff members express a strong desire for morale and wellbeing to further improve and articulate a willingness to be a positive part of this process moving forward.

**The leadership team is focused on, and committed to, improving the learning outcomes for all students in the school.**

*'Reading, writing, spelling and numeracy'* are identified as the school's Explicit Improvement Agenda (EIA). The EIA is included as a strategy within the 'improve school performance' improvement priority of the Annual Implementation Plan (AIP). The Investing for Success (I4S) agreement focuses on aspects of the EIA. School leaders recognise the opportunity to enhance the implementation of the EIA and other improvement priority areas through an action planning process that provides a clearer understanding of the end-point and mid-point success criteria.

**Staff members express a willingness and desire to work collaboratively to enhance their professional learning.**

School leaders encourage collegiality and professional collaboration amongst staff members. Most teachers identify the value of working collaboratively, identifying that it provides opportunities to build their expertise across a broad range of topics. Parents express appreciation for the efforts of skilled teaching and non-teaching staff members that result in positive outcomes for students.

**School leaders and staff members demonstrate through their words and actions, a commitment to the students at the school.**

Leaders and staff articulate the importance of positive relationships with the students and recognise that relationships have a direct impact on student learning. Teachers and teacher aides express appreciation of the students in the school and their engagement in learning. Students identify that staff members are always willing to listen and help.



## 2.2 Key improvement strategies

Deepen teacher understanding of planning and implementing the AC through regular, systematic and supported opportunities for collaborative planning.

Collaboratively develop and implement a school-wide, systematic plan for building the capability of all members of the teaching team, through coaching, mentoring, observation and feedback, and opportunities for WOW.

Collaboratively develop and implement a plan to enhance staff morale and wellbeing, including strategies to enhance communication, celebrate achievements, and establish processes that support all staff groups to engage positively and proactively with leaders.

Utilise an action planning process to support the implementation of improvement priorities, establishing end-point and mid-point success criteria, supported by clearly stated actions, targets, timelines, and responsibilities and accountabilities.