

Gunalda 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 School Improvement Unit (SIU) at **Gunalda State School** from **10 to 11 June 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

John Collins

Internal reviewer, SIU (review chair)

Sandra Perrett

Internal reviewer



1.2 School context

Location:	King Street, Gunalda
Education region:	North Coast Region
Year opened:	1881
Year levels:	Prep to Year 6
Enrolment:	33
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	15.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	947
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	2.68 – teaching 1.31 – support staff
Significant partner schools:	Woolooga State School, Theebine State School, Gundiah State School, Glenwood State School, James Nash State High School
Significant community partnerships:	Crèche and Kindergarten (C&K) Gunalda & District Kindergarten Association, Gunalda Hall Committee Incorporated
Significant school programs:	Daily Rapid Reading (DRR), Reading Links



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, three teacher aides, Business Manager (BM), cleaner, 12 parents and 13 students.

Community and business groups:

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

Partner schools and other educational providers:

- Director of C&K Gunalda & District Kindergarten Association and principal of James Nash State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview report (27 May 2019)
OneSchool	Curriculum planning documents
Explicit Improvement Agenda 2019	School reading policy
Professional learning plan 2019	Annual performance development plans
School improvement targets	School newsletters and website
School pedagogical framework	Responsible behaviour plan for students
School assessment and data plan	School Opinion Survey
Whole school curriculum and reporting plan 2019	Australian Early Development Census School Profile 2018



2. Executive summary

2.1 Key findings

Staff, parents and students comment on the positive, friendly atmosphere of the school.

The wellbeing of all students is integral to school planning and decision making. The principal and staff are united in their commitment to meet the needs of all students in a small rural school community. The school's focus on improving wellbeing and learning outcomes for all students is reflected in the school's philosophy and motto of '*Nurturing growth*' and its mission of 'nurturing the development of the individual'.

All staff are committed to supporting students to be successful socially and with their learning.

Teaching staff members speak confidently regarding the understanding that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully when motivated and provided with the necessary support. Teachers are encouraged to closely monitor the progress of individuals, identify learning difficulties and tailor classroom activities to the needs of students.

The school has developed a coherent whole-school Curriculum Assessment and Reporting Plan (CARP) that underpins curriculum delivery across the school.

The CARP reflects regional expectations and processes. The principal acknowledges a need to work with teaching staff to make the school curriculum locally relevant by planning units that complement the history and character of the local area. Comprehensive curriculum planning is a key driver of the school's Explicit Improvement Agenda (EIA) and the principal identifies the need to build staff ownership of curriculum planning and Quality Assurance (QA) processes regarding the enactment of the curriculum across the school.

The teaching of reading is a priority across the school and integral to progressing the school's EIA.

The school has developed a reading policy to guide the teaching of reading across the school. The principal indicates the reading policy is being refined in collaboration with teaching staff and will be supported by appropriate Professional Development (PD) to enable implementation across the school in Semester 2.

The principal keeps informed of evidence-based, high-yield teaching practices and focuses on building teacher and leadership capability.

The principal identifies Explicit Instruction (EI) as the school's signature pedagogical practice complemented by the use of digital pedagogies, when and as appropriate. Teaching staff knowledge and understanding of high-yield pedagogies vary and the principal identifies that further refinement of the pedagogical framework is required to enhance the teaching of reading and other priority learning areas. QA processes regarding agreed pedagogical practices are yet to be developed.



The principal recognises the importance of facilitating professional collaboration amongst staff and further developing an expert teaching team.

The pedagogical framework identifies the importance of teaching staff routinely utilising evidence-based, high-yield teaching strategies to engage students and maximise learning outcomes. The knowledge and implementation of effective pedagogical practices vary across the school. The principal articulates the need to develop and maintain an observation, feedback and monitoring framework within the cluster to enhance teaching practice.

The principal and teaching staff value the analysis, discussion and use of data to inform planning, decision making, intervention responses and teaching practices across the school.

Data is utilised throughout the school to identify starting points for improvement, to establish learning goals for students, and to monitor progress over time. The principal and teaching staff are progressively using data to inform decisions, interventions and initiatives. Teachers have access to a broad range of student achievement and wellbeing data. The data literacy skills of teaching staff vary across the school.

Staff express appreciation of the environment in which they work and the collegial nature of the school.

The interactions of staff, students and parents are caring and polite, and there is a sense of belonging and pride within the community regarding the atmosphere of the school. Students and teachers feel they are valued and appreciated by each other. Parents speak positively regarding the school and of the support provided to their child.

The school's Parents and Citizens' Association (P&C) comprises a small, dedicated group of parents and staff who work with the school to support students.

The P&C is currently exploring the possibility of assisting other local small school P&Cs to conduct a weekend trailbike competition whereby they will receive a percentage of funds raised. Other activities include occasional tuckshop days and Bunnings Warehouse sausage sizzles. Funds raised are directed towards subsidising the annual Year 3 to Year 6 camp, buying the senior shirts for Year 6 students and a Year 6 end-of-year fun day excursion.



2.2 Key improvement strategies

Collaboratively unpack and revise the CARP to localise content, strengthen staff ownership of agreed planning processes and quality assure the enactment of the curriculum.

Jointly refine the school's reading policy and provide appropriate PD for all teaching staff to enhance quality and consistency in the teaching of reading across the school.

Collaboratively review the whole-school pedagogical framework to deepen teaching staff knowledge and understanding of high-yield pedagogies and quality assure the implementation of the agreed pedagogical practices.

Develop and implement an agreed formalised observation, feedback and coaching model to enhance school-wide teaching practices.

Further develop the data literacy skills of teaching staff to enhance differentiation for all students and intervention practices in the school.