GIVELDA STATE SCHOOL

Triennial School Review 2010 - 2012
Four Year School Strategic Plan 2013 - 2016

APPROVAL/ENDORSEMENT PROCESS
The Triennial School Review is verified. The 4 Year School Strategic Plan is a meaningful statement of school achievement and strategic direction that meets school needs and systemic requirements and is therefore endorsed/approved.

Marie Hillyard               Melanie McGlinchey               Steve Case
PRINCIPAL                    P&C PRESIDENT/COUNCIL CHAIR    ARD (SCHOOL IMPROVEMENT)
                            NORTH COAST REGION
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SECTION 1 STATEMENT OF PURPOSE

Givelda State School’s purpose is to:

- Provide every individual student a comprehensive, balanced and inclusive education that encourages them to achieve their full potential through quality learning.
- Co-operation, learning, self-esteem and success are valued and encouraged as each student strives to excel.
- Develop ethical, independent and resilient members of society who are able to learn throughout their life.
SECTION 2 TRIENNIAL SCHOOL REVIEW 2009-2011

PROCESS
Givelda State School’s Triennial School Review has been a process committed to engaging all members of the school and wider community to provide open and honest feedback regarding the school's operations and practices. Steps used to engage community feedback included:

- Parents, Students, Community and Staff Survey
  → Students were asked to list five things they liked about their school, five things they disliked and some things they would change.
  → Parents, the community and staff were asked to complete the ‘Traffic Lights Survey’ which entails “Stop! Please stop doing these three things”; ‘Go! Please continue to do these three things’ and ‘Wait! Have you considered doing these three things?’
  → Verbal promotion of the survey and coming to the forum and being on the committee.

- Staff Discussion
  → Specialist and visiting staff were asked to email the principal with comments, positive and negative, about Givelda State School.
  → Regular staff completed the survey then a staff discussion was held to collate and confirm points.
  → Staff analysed data including NAPLAN, internal data, School Opinion Survey and Teaching and Learning Audit.

Consisted of:
- Survey going home in the newsletter
- Verbal reminders as families came to school
- Personal request to staff

Surveys returned:
- Parents: 6
- Community: 1
- Students: 7
- Staff: 5

Consisted of:
- Marie Hillyard – Principal
- Carolyn Taylor - .2 Teacher
- Linda Savage – STL&N
- Nicole Russell – PE Teacher
- Glenis Morse – Teacher Aide
- Helen White – Teacher Aide
- Roz Hunting – Library Aide
Community Forum

An invitation was sent to every house in the community inviting them to attend the Community Forum to discuss the future direction of their school.

QSR Committee met to discuss:

Previous and current TSR 2010-1012
AIP 2012, 2011, 2010
NAPLAN (One School Data)
Internal Data
School Opinion Survey (Corporate Data Warehouse)
Teaching and Learning Audit
Future goals

Consisted of:
- All community, school community and staff

Consisted of:
- Marie Hillyard – Principal
- Glenis Morse – Teacher Aide
- Helen White – Teacher Aide
- Roz Hunting – Library Aide and Parent
- Rob Anderson – Parent
- Teresa Anderson – Parent
- Mel McGlinchey – Parent and P&C President
## Goals

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Learning</th>
<th>School Climate</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To engage and extend students through an aligned curriculum that is relevant and interactive.</strong></td>
<td><strong>To enhance student learning through the promotion of teacher and student knowledge of learning processes, strategies and tools.</strong></td>
<td><strong>To further develop the school tone and culture as a supportive, well-resourced learning environment.</strong></td>
<td><strong>To create a safe, healthy and supportive learning community where diversity is valued and where all staff members strive to deliver quality educational outcomes for all students.</strong></td>
</tr>
</tbody>
</table>

## Strategies

<table>
<thead>
<tr>
<th>Instructional Area</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
<td>Produce &amp; implement a numeracy framework. Explore the literacy of numeracy. Implement Mathletics programme. Investigate implementing the teaching of Philosophy.</td>
</tr>
</tbody>
</table>

**Target learning and inclusiveness by catering for various targeted groups:**
- Extend gifted and talented students.
- Early intervention identification and strategies.
- Support students with disabilities by ensuring access, inclusiveness and quality programmes.
- Support ESL students.
- Monitoring and supporting Indigenous learning (closing the gap).

**ICTs:**
- Ensure meaningful integration of ICTs into all areas of the curriculum.
- Maintain network and hardware infrastructure.

| Facilities: | Maintain and enhance facilities. Encourage community use of facilities.
| **ICTs:** | Continually find ways to enhance, facilitate and resource teaching and learning through ICTs: |

| **Student:** | Provide a variety of leadership opportunities. |
| **Staff:** | Provide focussed professional development opportunities. Continue to promote continuity of staff. |
| **Community:** | Recomence the distribution of a monthly newsletter to the wider community. Encourage community volunteers to assist with learning programmes. Facilitate school & community social activities at the school. |

## Indicators for Success

<p>| School opinion surveys. NAPLAN results. QCAT’s Internal monitoring Moderation with like school | School opinion surveys. NAPLAN results. QCAT’s Internal monitoring. ICT index report. | School opinion surveys. Internal monitoring. ICT index report. |
| School opinion surveys. Increased community involvement. |</p>
<table>
<thead>
<tr>
<th>Major strategic directions identified for 2009 - 2011</th>
<th>Progress to date</th>
<th>Further action (if necessary)</th>
</tr>
</thead>
</table>
| To engage and extend students through an aligned curriculum that is relevant and interactive. | - Curriculum is being aligned with the Australian Curriculum.  
- Assessment and Benchmarks have been set for the gathering of internal school data. | - Embedding the introduced resources to support the curriculum.  
- Ensure internal data is collected and collated for ongoing data analysis for improvement in overall achievement.  
- Continue to work with the Australian Curriculum, History in 2013, and others that follow. Use C2Cs as a resource to enhance the delivery of the curriculum. |
| To enhance student learning through the promotion of teacher and student knowledge of learning processes, strategies and tools. | - Extra early intervention given to students through the employment of an extra teacher.  
- ICT devices purchased and used for early intervention and extension.  
- Introduction of specific learning paths for students  
- Professional Development in spelling, reading and writing.  
- Online learning tools introduced to extend students. | - Introduction of Individual Learning Plans for students and teachers to goal set and track progression  
- Reading Program introduced with incentive reading and awards.  
- Intensive spelling program across the whole school and used on a daily basis to develop phonetic awareness and spelling ability.  
- Identification of students needing intervention or extending through internal and external data and provide them with the support needed. |
| To further develop the school tone and culture as a supportive, well-resourced learning environment. | Community using the school facilities for social and learning.  
- Improved behaviour by students with respect to visitors.  
- Social events organised by the school and attended by the community.  
- Annual Christmas Concert organised by the school and supported by the community. Also held at the community hall. | Continue to keep the community informed of school events and achievements.  
- Promote the school to the wider community and advertise for enrolments  
- Improve the signage of the school both in the grounds and on the highway. |
|---|---|---|
| To create a safe, healthy and supportive learning community where diversity is valued and where all staff members strive to deliver quality educational outcomes for all students. | Students in the highest grade are recognised at ‘School Leaders’ and are presented with a badge at the beginning of the year.  
- Staff are encouraged to participate in relevant professional development.  
- Regular staff are used for principal's admin day and for any other PD or sick days.  
- School and P&C Newsletter goes to the community. It is delivered by members of the school community. | Community members are to be encouraged to come to the school to assist with reading and other activities where appropriate.  
- Social activities with the school and community to be encouraged and extended. |
Major findings from the review:

- **Achievements**
  - Successful introduction of the Australian curriculum with the use of the C2C units as a resource.
  - Assessment and Benchmarks being set to gather meaningful data to direct future teaching and support.
  - Consistency of staff within the school – especially those that don’t come often.
  - Specific efforts to identify students requiring intervention or extension and allocating resources for them.
  - Re-commenced and improved relations with the community.

- **Areas for improvement**
  - Embedding the processes introduced for collecting and analysing internal data.
  - Continue working with the Explicit Teaching Focus to greatly improve the spelling and reading at Givelda State School.
  - Promotion of the school through advertisement, improved signage and stories in the paper.
  - Continue support of students requiring intervention or extension.

### Teaching and Learning Audit 2011

<table>
<thead>
<tr>
<th>Area</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Explicit Improvement Agenda</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Analysis and Discussion of Data</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>A Culture that Promotes Learning</td>
<td>H</td>
<td>H</td>
</tr>
<tr>
<td>Targeted Use of School Resources</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>An Expert Teaching Team</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Systematic Curriculum Delivery</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Differentiated Classroom Learning</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Effective Teaching Practice</td>
<td>H</td>
<td>H</td>
</tr>
</tbody>
</table>

This reflects a new permanent principal being in the position for 12 weeks. All areas of the audit tool have been addressed and processes implemented as indicated.
## Givelda State School NAPLAN Results

### Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMS%</td>
<td>U2B%</td>
<td>NMS%</td>
<td>U2B%</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>71.4%</td>
<td>28.6%</td>
<td></td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMS%</td>
<td>U2B%</td>
<td>NMS%</td>
<td>U2B%</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>85.7%</td>
<td>28.6%</td>
<td></td>
</tr>
</tbody>
</table>

### Spelling

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMS%</td>
<td>U2B%</td>
<td>NMS%</td>
<td>U2B%</td>
</tr>
<tr>
<td>2010</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>71.4%</td>
<td>14.3%</td>
<td></td>
</tr>
</tbody>
</table>

### Grammar and Punctuation

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMS%</td>
<td>U2B%</td>
<td>NMS%</td>
<td>U2B%</td>
</tr>
<tr>
<td>2010</td>
<td>33.3%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>71.4%</td>
<td>28.6%</td>
<td></td>
</tr>
</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 3</th>
<th>Year 5</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMS%</td>
<td>U2B%</td>
<td>NMS%</td>
<td>U2B%</td>
</tr>
<tr>
<td>2010</td>
<td>66.7%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>85.7%</td>
<td>28.6%</td>
<td></td>
</tr>
</tbody>
</table>

**Areas of learning identified as needing intervention**

**Areas of learning to be celebrated and resources applied for improvement**
School Opinion Survey

Results of this survey show that the school community, staff and students are above the state comparison in most areas. All other areas are similar to state comparison.

The committee concluded from discussion that due to no one area being consistently the same as the teaching principal has changed regularly that every effort be made to have consistent staff that come into the school. This is meant as not only the teacher but the specialist teachers, admin relief teachers and TRS for professional development and sick days.

It was noted that staff morale is always of a high standard. Parents believe that this factor greatly affects their child’s day and learning environment.

Results of Surveys conducted as data for this QSR

Parents

<table>
<thead>
<tr>
<th>STOP!! Please stop doing these THREE things</th>
<th>GO!! Please continue to do these THREE things</th>
<th>WAIT!! Have you considered these THREE things</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are things I don’t like about our school. The things I believe need to change in order to make our school a better place for learning</td>
<td>These are things I really like about our school. The things I would like to see continued and even further improved. These are the things I believe are giving our school a ‘great’ name.</td>
<td>These are my ideas for building foundations for a better education for our students. Things that do not appear to be receiving very much attention, if not at all, at the present time. Worthy things for the school to consider!</td>
</tr>
</tbody>
</table>

- Homework days
- Provide parent education and feedback

- LEM Phonics
- Creative writing – Seven Steps to Writing Success
- Basics
- Individual Learning Plan
- Community involvement in school
- Student ratio – 1-1

- Fun Science
- Gardens
- Environmental Projects
- Signage
- Air Con in Library
- Changeable sign
- Swimming twice a year
### Community

**STOP!! Please stop doing these THREE things**
These are things I don’t like about our school ....
The things I believe need to change in order to make our school a better place for learning

**GO!! Please continue to do these THREE things...**
These are things I really like about our school ... the things I would like to see continued and even further improved. These are the things I believe are giving our school a ‘great’ name.

**WAIT!! Have you considered these THREE things ...**
These are my ideas for building foundations for a better education for our students ... things that do not appear to be receiving very much attention, if not at all, at the present time ... worthy things for the school to consider!

<table>
<thead>
<tr>
<th>Keep newsletter going to the community</th>
<th>Promote the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extracurricular activities available at school for the community</td>
<td>Put add in the paper for enrolments</td>
</tr>
<tr>
<td>Enrolment packs available</td>
<td>WIN news hour</td>
</tr>
<tr>
<td>Stories in the paper</td>
<td></td>
</tr>
</tbody>
</table>

### Students

**Five things I like about this school**

- ICT and Devices
- School size – welcoming – fair treatment – safe – work with the community
- Active After School Care
- Classroom – basics – spelling – learning – teachers – Pedagogy
- Sport/Music
- School Resources

**Five things I dislike about this school**

- No interschool sport
- Toilets – should be little girls and big girls
- Uniform – should be a different colour
- Tuckshop menu – get a new menu – more days
- Play Equipment – more please
- Playground behaviour – sometimes hitting and bullying

**Some things I would change**

- Sports Days – new soccer goals – more sport stuff
- Grounds
- Bossy little kids

From these survey results specific goals were set as part of the Strategic Plan 2013-2016
SECTION 3

THE SCHOOL CONTEXT

Givelda State School is a small school in beautiful surroundings situated on Pine Creek Rd South West of Bundaberg. Givelda State School offers the atmosphere of a country school with country families and students with the advantage of Bundaberg only being 25km away.

Givelda State School offers a co-educational education based on the Australian Curriculum (English, Mathematics and Science) and the Essential Learning Curriculum (SOSE, The Arts, HPE, Music and LOTE). It currently (2012) caters for twenty students from Prep to Year 5. All teaching staff and specialist teachers are experienced and competent teachers.

All students at Givelda are together in one multi-age classroom where they have the opportunity to work as a whole school, in class or small groups and individually.

As the numbers at the school are lower than in larger metropolitan schools the students have come together and work together through the age barriers in a safe educational environment. Givelda State School is a member of the Bundaberg West Schools Cluster that meets once a month.
Curriculum

Givelda State School is committed to the intellectual and emotional development of every child. Curriculum Plans are in place to direct their learning which is monitored using internal and external testing. This data is used to indicate to staff the direction needed for the current students. Trends in the NAPLAN data are considered and used to identify student’s strengths and weaknesses.

Givelda State School uses the C2C units that are modified to suit the complexity of the classroom. Other resources and programs are used to give students a broad range of activities.

The EXPLICIT FOCUS for Givelda State School is SPELLING and READING. The whole school initiative of introducing LEM Phonics aims to improve the spelling, reading and comprehension data through the explicit teaching of phonograms, spelling rules and reading rules.

The library at Givelda State School has books that have been levelled using the Lexile Reading Framework. Students have their level of reading with goal for where they should be at regular intervals. The Reading Program is influenced by the resource First Steps Reading.

The Numeracy focus is to ensure that students have a solid understanding of number facts and operations as the basis for all other learning. The Maths program is being aligned to the Australian Curriculum using C2C as a solid resource. Students are given the opportunity to bridge the gap between where they were at to the standards of the Australian Curriculum.

Givelda State School has an Internal Monitoring Framework that nominates Assessment Tools and Practices along with Year Level Benchmarks. This provides a developing set of internal data that is used by staff to identify what learning is required. Data is used both in One School and on the Individual learning Plans for each student.

These Explicit teaching initiatives, assessment schedule and data collection sets the school for consistent, ongoing and meaningful data that can track student progress and improvement.
Learning Environment

The Learning Environment at Givelda State School is one of inclusiveness and co-operation. With all grades in the same classroom students become proficient at working independently, in small groups or with all ages when appropriate or needed.

With very high staff morale students learn that they are important in their classroom and that each is considered important and special learning people.

Students have goals to work towards and are recognised highly when even the smallest of achievements is reached. ‘Star Student’ and ‘Student of the Week’ awards are presented at the weekly parade that is attended by all students, staff and parents. Other awards are given to students for excellent homework, consistent effort and any other worthy achievement.

Students have a very high ratio of up-to-date computers and other devices available to them. For 20 students there are 8 PCs, 5 laptops, 4 iPads and 4 iPods. Online curriculum tools that have specific tasks that can be set for individual students are used. Students find this type of learning fun and exciting. It gives them the independence to facilitate their own learning in a complex classroom. There tools are Mathletics, Intrepica and Lexile Reading Framework.

Our Community

Givelda State School is proud of the relationship it has with the community. It has an active P&C that organise fundraising activities and tuckshop. Regular social events happen at the school and at the community hall.

Communication between the school and the community is very strong with all households being delivered with a school and P&C newsletter. Community members attend the P&C to offer support and suggestions.

The highlight of the year is the annual Christmas concert presented by the school to a hall full of families and community members. It is fully catered and greatly welcomed and praised each year by everyone. Santa is provided by the community for an excited school of Givelda students.

Givelda is a farming community with no commercial businesses. The community is about 25km from Bundaberg which enables families to conduct all business and to shop in that city. This creates a community with a country feel with the benefits of being close to the city and beach.

Resources

- Government core funds $44 228
- Government targeted funds $1519
- Funds from other sources $2800
Staff – an expert teaching team

The staff at Givelda State School consists of a teaching principal, .2 teacher for principal’s admin day, 3 teacher aides with varying number of hours, admin officer and the cleaner.

All have a very high commitment to the school and all offer extra hours above and beyond their allocated hours.

Staff are keen to participate in and professional development that is offered and is relevant to their duties. All teacher aides participated in the three day LEM Phonics training and use their skills daily.

Other program attended: Ready Reader Program for classroom helpers, Classroom strategies and support-a-writer.

One teacher aide is currently furthering her qualifications by studying for the Certificate III in Education Support. This is being supported and partially sponsored by the school.
## School Strategic Plan for 2013 – 2016

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Major Strategic Directions for the Next Quadrennium</th>
<th>Key Strategies</th>
</tr>
</thead>
</table>
| **Giving Children a flying start.**  
All Queensland children will have access to quality early childhood education and care. | *Prep as the first year of schooling  
*Transition of Year 7 and Year 6 into the high school  
*Supporting and encouraging younger students as leaders of the school  
*Parent involvement as the first teacher in their child’s life | ❑ Continue to encourage and support the Playgroup at Givelda State School  
❑ Prepare the current Year 4 and 5 students for going to high school together in 2015.  
❑ Support parents as they gain the necessary skills to be a partner in their child’s education  
❑ Give parents the skills to foster good reading practices  
❑ Involve parents in the delivery of the explicit focus for the school  
❑ Keep parents informed of student development in Literacy and Numeracy |
| **Laying strong educational foundations.**  
Every young person will be well prepared for life success through learning and education. | *Whole education that has a solid grounding in Literacy and Numeracy  
*ICT – computer and devices for life learning  
*Skills required for life understanding and success | ❑ Develop improvement agenda for student’s educational outcomes  
❑ Develop staff skills and teaching practices  
❑ Develop instructional leadership skills to focus on curriculum and pedagogical practice  
❑ Develop a culture of high expectations  
❑ Continue to improve community engagement with the school |
**Developing skills for the economy.**

Queenslanders will be linked to opportunities that maximise their learning and economic potential.

<table>
<thead>
<tr>
<th><em>Literacy</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEM Phonics for Spelling and Reading</strong></td>
</tr>
<tr>
<td><strong>First Steps Reading</strong></td>
</tr>
<tr>
<td><strong>Lexile Reading Framework</strong></td>
</tr>
<tr>
<td><em>Numeracy</em></td>
</tr>
<tr>
<td><strong>First Steps Numeracy</strong></td>
</tr>
<tr>
<td><em>Science</em></td>
</tr>
<tr>
<td><em>Health Education</em></td>
</tr>
<tr>
<td><em>Life Skills - ICT</em></td>
</tr>
</tbody>
</table>

- Use internal and external evidence to direct explicit focus strategies
- Embed LEM Phonics for Spelling and Reading into the school as a five year developing program
- Embed the Lexile Reading Framework into the Library with all fiction books allocated a ‘Lexile number’. Reading quizzes and targets set and monitored.
- Use First Steps Reading and First Steps Maths as resources to support C2C unit delivery and assessment
- Develop a passion for reading with books directed at student’s instructional level using the Lexile Reading Framework
- Make science ‘Fun’ by engaging them in science using the resources C2C units and Primary Connections
- Develop a strong numeracy understanding
- Support positive behaviour
- Develop student wellbeing within a healthy learning environment

**Creating a capable, agile and sustainable organisation.**

We will achieve our objectives through better management of our resources – our people, finances, technology and infrastructure.

<table>
<thead>
<tr>
<th><em>Supporting and develop staff capability</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Developing Performance Framework for all staff</em></td>
</tr>
<tr>
<td><em>Effective use of financial resources</em></td>
</tr>
<tr>
<td><em>Effective use and maintenance of all existing equipment and technology</em></td>
</tr>
</tbody>
</table>

- Improve staff skills at interpreting and developing outcomes from data
- Implement financial practices that are efficient and accountable
- Review and update all Developing Performance Plans and provide the opportunity for professional development where needed to ensure a high quality of teaching and support staff
- Maintain the existing ICT equipment and update as necessary to ensure current and relevant learning
Appendix A

Givelda State School Quadrennial School Review
Student Survey 2012

Five things I like about this school.
1. ..........................................................................................................................
2. ..........................................................................................................................
3. ..........................................................................................................................
4. ..........................................................................................................................
5. ..........................................................................................................................

Five things I dislike about this school.
1. ..........................................................................................................................
2. ..........................................................................................................................
3. ..........................................................................................................................
4. ..........................................................................................................................
5. ..........................................................................................................................

Some things I would change....
...................................................................................................................
...................................................................................................................
...................................................................................................................
Appendix B – Also offered to Staff as a method of responding
Givelda State School Quadrennial School Review 2012
School Community and Community Survey

TRAFFIC LIGHTS SURVEY

STOP!! Please STOP doing these THREE things......
These are things I don’t like about our school ... the things I believe need to change in order to make our school a better place for learning.

• __________________________________________________________________________
• __________________________________________________________________________
• __________________________________________________________________________

GO!! Please continue to do these THREE things ...
These are things I really like about our school ... the things I would like to see continued and even further improved. These are the things I believe are giving our school a “great” name!

• __________________________________________________________________________
• __________________________________________________________________________
• __________________________________________________________________________

WAIT!! Have you considered doing these THREE things ...
These are my ideas for building foundations for a better education for our students ... things that do not appear to be receiving very much attention, if any at all, at the present time ... worthy things for the school to consider!

• __________________________________________________________________________
• __________________________________________________________________________
• __________________________________________________________________________

Please tick the appropriate box:
[ ] I am the parent of a child attending Givelda State School
[ ] I am a community member with no children currently attending Givelda State School.

Thank you for taking the time to fill in this survey.