

Givelda State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Givelda State School** from **19 to 20 November 2018**.

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 consider 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

Lesley Vogan

Internal reviewer, SIU (review chair)

James Morley

Peer reviewer



1.2 School context

Location:	Pine Creek Road, Givelda
Education region:	North Coast Region
Year opened:	1896
Year levels:	Prep to Year 6
Enrolment:	13
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	7.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1066
Year principal appointed:	2014 (substantive) Semester 2, 2018 (acting)
Day 8 Staffing Teacher Full-time equivalent numbers:	1.70
Significant partner schools:	Bundaberg State High School, Bundaberg Central State School, Gin Gin cluster of schools
Significant community partnerships:	South Kolan Police Station, Pine Creek Hall committee
Significant school programs:	Daily Rapid Reading (DRR), Connecting the Dots Kindergarten to Year 2 – regional project, new Positive Behaviour for Learning (PBL) school framework



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting Principal, substantive principal, Business Manager (BM), teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, three teacher aides, four parents and 13 students.

Community and business groups:

- South Kolan Police Station.

Partner schools and other educational providers:

- Principal of Bundaberg Central State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
School Opinion Survey	School newsletters and website
Professional learning plan 2018	Classroom Timetable
School improvement targets	Internal Monitoring Plan
School pedagogical framework	Professional development plans
Inquiry Planners for Numeracy & Literacy	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Inquiry Process – Joining the dots K-2 Action Plan



2. Executive summary

2.1 Key findings

The principal is driving a strong improvement agenda for the school that is supported by all staff members.

Staff of the school are united in their commitment to improving the learning and wellbeing outcomes for all students and continually seek ways to enhance the quality of teaching and learning throughout the school. The principal and school staff have completed an inquiry process that has encompassed scanning and assessing a range of available school data sets. The inquiry process has provided clarity of direction for the school over the past 12-month period with continuing consolidation of numeracy and the implementation of the reading agenda.

School staff members demonstrate a strong belief that every child is capable of successful learning.

Priority is given to building and maintaining a positive and caring relationship between staff, parents and students. The principal and staff members demonstrate a culture of mutual trust and support. The school works to maintain a learning environment that is safe, respectful and inclusive.

The principal ensures that students are all able to access differentiated learning experiences that are catered towards their individual needs.

Classroom teachers identify and address the learning needs of students and monitor effective practices for each student. Classroom activities are tailored to these learning needs across all year levels.

The principal articulates an inquiry approach will inform the next four-year school strategic plan and subsequent Explicit Improvement Agendas (EIA).

The principal indicates the need to continue to embed the school numeracy and reading agendas within the development of the next school focus. The analysis and triangulation of student reading and numeracy data is measuring individual student and school progress towards set school targets. Staff members articulate ongoing refinements to school practices in the teaching of reading and mathematics as a result of the EIA.

Success criteria for English units are developed during the curriculum planning process and are displayed in the classroom.

Year level success criteria outline for students what they need to 'know and do' throughout a unit of work. Visual information that provides feedback to students regarding where they are with their learning and what actions they are able to take to make further learning progress are yet to be fully incorporated into school feedback practices.



A strong cluster network of schools enables staff to participate in collective professional learning opportunities, networking and moderation.

The principal works closely with the cluster and has established a close alliance with two cluster schools on similar educational journeys. This alliance enables the regular sharing of best practice and the exchange of staff members to investigate school projects. Observation, coaching and feedback of teacher practice across the schools are yet to occur.

The school provides a transition program for enrolling Prep students each year.

Students attend transition opportunities at the school. This involves two sessions per week for three weeks in Term 4. Students are engaged in classroom activities enabling them to adapt to social requirements and routines of the classroom. The program additionally provides small group activities aligned to early literacy and numeracy requirements.

The school has clear strategies to promote appropriate behaviours.

The school has a recently updated Responsible Behaviour Plan for Students (RBPS) that includes adopting the Positive Behaviour for Learning (PBL) framework. The behaviour plan clearly outlines expected appropriate behaviours and clarifies minor and major incidents.

Interactions between staff, parents and the community reflect a positive culture.

Parents express a positive attitude towards student progress and the relationship between teachers and students. Parents express that they feel welcomed into the school and that interactions are respectful, polite and inclusive.



2.2 Key improvement strategies

Apply the school's inquiry process to develop a long-term strategic direction for the school and subsequent EIAs.

Explore classroom strategies to enhance current practices of developing success criteria to demonstrate explicitly what students are to do and how they are able to further progress their learning.

Widen Professional Development (PD) and networking opportunities for staff including the principal, to observe best practice and coaching outside of the school environment and within the school cluster group.

Explore opportunities for the school to further engage with families with children in the pre-Prep age group to support their early learning needs and assist transition into school.

Continue to embed PBL within the school.