



School Improvement Unit Report

Jinibara State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Jinibara State School from the 13 to 15 October 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	50 Cottontree Drive, Narangba
Education region:	North Coast
The school opened in:	1996
Year levels:	Prep to Year 6
Current school enrolment:	660
Indigenous enrolments:	2.4 per cent
Students with disability enrolments:	7.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1001
Year principal appointed:	2007
Number of teachers:	40
Nearby schools:	Narangba Valley State School, Narangba Valley State High School, Burpengary State School
Significant community partnerships:	Queensland Health Department, local early childhood providers, Narangba/Burpengary Coalition of State Schools.
Unique school programs:	Science and Maths Academy, Early Years Oral Language Program.



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, two deputy principals
 - Head of Special Education Services (HOSES), Head of Pedagogy
 - 31 teachers
 - Six teacher aides
 - Guidance officer, speech language pathologist
 - Business Services Manager (BSM), two administration officers
 - 11 parents
 - Parents and Citizens' Association (P&C) Business Development Officer, Outside School Hours Care (OSHC), canteen worker
 - Local State Member
 - Narangba State High School principal, Creche and Kindergarten (C&K) director

1.4 Review team

Phillip Savill	Internal reviewer, SIU (review chair)
Judith Dale	Internal reviewer, SIU
Bradley Francis	External reviewer



2. Executive summary

2.1 Key findings

- The school has identified a range of priority areas as central to its broader improvement agenda focused on the success of every student.

The priority areas include reading, number, attendance and upper two bands achievement. There is a commitment by all staff to school improvement. Teachers and teacher aides value the opportunities to engage in collaborative planning and the school's improvement agenda through participation and inclusion in the three-weekly meeting cycle. The implementation of the school's documented reading improvement strategy is developing in classroom programming and practices but is yet to be embedded.

- Student and staff wellbeing has been identified as one of the school's key priorities for 2015 and beyond.

The school has developed a mental health and wellbeing framework and action plan. Whilst School Opinion Survey (SOS) data 2015 indicates that 100 per cent of staff believe that student behaviour is well managed at the school, a number of staff, parents and students express a frustration with learning time lost due to disruptive behaviour. In 2015, SOS data indicates 75.8 per cent of staff expressed a belief that staff morale was positive. This compares with a State average of 82.4 per cent.

- A high priority is given to the school-wide analysis and discussion of data on student academic outcomes and behaviour and to identifying and meeting the needs for the full range of learners within the school.

Tracking of student achievement data is used to monitor students' learning progress and as a measure to reflect on the effectiveness of teaching and learning. Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully.

- There is strong evidence of a culture of professional collaboration and teamwork.

The school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. Teachers take personal responsibility for changes in practice required to improve student outcomes and value the collegial opportunities offered by the school to engage in reflective practice. There is an established feedback cycle within the school that is based on the gradual release of responsibility for teachers. The school leadership acknowledges the value of refining and extending this model to provide timely, quality feedback for teachers and teacher aides.



- There is a range of whole-school plans and processes in place which provide staff with direction in regards to curriculum delivery and assessment processes.

The school's curriculum plan uses the Australian Curriculum and Curriculum into the Classroom (C2C) components to assist teachers with their planning. This enables teachers to be clear about what they teach in the year levels in which they work. The school has developed a pedagogical framework and some elements of the framework appear in classrooms.

- The school has established deliberate and strategic partnerships with early childhood, primary and secondary school providers, government and community organisations for the purpose of improving student outcomes, health and wellbeing.

A range of partnerships with early childhood providers have been established to support the schools early learning strategy including a focus on oral language, playgroups, school readiness and transition programs. A coalition of schools has been established to promote and support work in priority areas.



2.2 Key improvement strategies

- Embed the whole-school reading improvement strategy that defines how to teach reading. Ensure this is scaffolded by the school's professional learning model supported with coaching, modelling and feedback for all staff delivering the reading program.
- Implement the school's mental health and wellbeing framework and action plan with a focus on student and staff wellbeing.
- Refine the feedback model for teachers ensuring that all school leaders are providing teachers with ongoing, timely and detailed feedback on their classroom practice in school priority areas.
- Refine the school's pedagogical framework to ensure it provides clarity about the specific pedagogical practices to be enacted in every classroom at Jinibara State School. Ensure the alignment of the school professional learning and coaching model with the pedagogical framework and school priorities.