

Jinibara 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 **Jinibara State School** from **3 to 5 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Tony Maksoud	Peer reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Cottontree Drive, Narangba
Education region:	North Coast Region
Year opened:	1996
Year levels:	Prep to Year 6
Enrolment:	830
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	992
Year principal appointed:	2007
Day 8 staffing teacher full-time equivalent (FTE):	45.49
Significant partner schools:	Narangba Valley State High School, Burpengary State Secondary College
Significant community partnerships:	Crèche and Kindergarten (C&K) Jinibara Community Kindergarten, Queensland Health Nursing and Midwifery, Burpengary/Narangba Coalition of State Schools
Significant school programs:	Science and Maths Academy (SMA), Speech Language Program – school and Early Childhood Education and Care (ECEC) providers



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), acting Head of Learning and Mentoring (HoLM), guidance officer, Speech Language Pathologist (SLP), Support Teacher Literacy and Numeracy (STLaN), two administration officers, 34 teachers, 12 teacher aides, Parents and Citizens' Association (P&C) president, tuckshop convenor, 33 parents and 38 students.

Community and business groups:

- Directors of C&K kindergarten and care.

Partner schools and other educational providers:

- North Coast Region (NCR) early years coach.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015-2018
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
Professional development plans	School differentiation plan or flowchart
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey 2018	Whole school reading matrix and data walls
School based curriculum, assessment and reporting framework	Mental Health and Wellbeing Framework



2. Executive summary

2.1 Key findings

The school vision describes the importance of a professional learning community to create opportunities for all students.

This is apparent in the team culture of the school, with staff articulating strong collegial support received from their year level cohorts, support personnel and members of the leadership team. Staff are confident and optimistic in their ability to improve the learning and wellbeing outcomes of their students. Staff members are committed to the improvement agenda of reading and number and to gaining a greater understanding of catering for the full range of students within their classes.

The Senior Leadership Team (SLT) expresses a belief that timely and reliable student achievement data is crucial to the school's improvement agenda and to teacher planning and differentiation for effective learning.

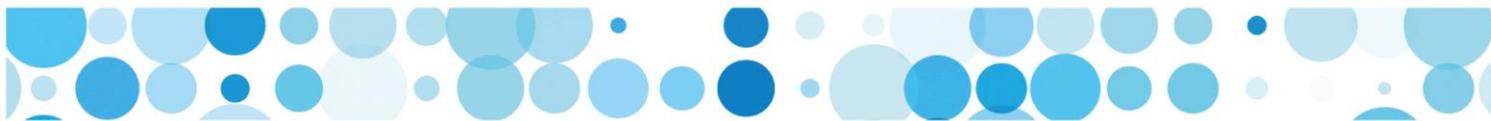
The leadership team recognises the importance of continuing to develop a culture of self-evaluation and reflection that will enable deeper discussions of data, generate strategies for continuous improvement and monitor progress over time. All teachers make reference to literacy and numeracy plans, utilising this data to inform their teaching. Teachers analyse student diagnostic data to identify structural differentiation groups for literacy and numeracy.

Positive and caring relationships are viewed as the key to successful learning.

The leadership team and staff work hard to build mutually respectful relationships across the school community. A school-wide commitment to successful learning is apparent through the tone and appearance of the school. The school views parents and families as integral members of the school community and partners in student learning. Parents speak positively of the interactions they have with staff, citing caring and responsive relationships as a feature of the way staff work with students.

The school has maintained a consistent focus on number and reading over successive improvement agendas.

Leadership team members articulate that the analysis of school data indicates the need to move the focus to writing. They are cognisant of the need to balance current and future agendas to support early career teachers and staff members new to the school. Current improvement agendas include long-term targets for improvement. Timelines for implementation and short-term targets to evaluate the effectiveness of programs and initiatives are yet to be included in the Explicit Improvement Agenda (EIA).



In developing the EIA members of the leadership team consider a range of data sources in an effort to understand current student achievement levels.

The team has commenced exploring current research on improving student writing including regional roadshows. A deep analysis of a range of school data to identify how cohort achievement levels have changed over time, ongoing improvements, student misconceptions and error patterns is emerging.

There is a systematic whole-school approach to building teacher capability.

The principal facilitates a culture of empowerment across the broader leadership team. School leaders engage in annual review processes whereby there is open communication and informal feedback. Processes involving capability building of school leaders and explicit feedback regarding their work are developing. Members of the SLT acknowledge the importance of cultivating the leadership capability of aspiring teacher leaders.

The school leadership team recognises that highly effective teaching is the key to improving student learning outcomes.

A pedagogical framework is developed, outlining a range of effective processes and practices to support the enactment of the Australian Curriculum (AC). Teachers express confidence or a growing confidence in their ability to facilitate learning improvement for their students and are able to articulate and demonstrate a range of effective teaching practices they employ within their classroom. Teacher understanding and implementation of aspects of signature pedagogies, the pedagogical framework and the application of pedagogies across all learning areas of the AC are variable.

Staff members are committed to developing their professional capability.

There is a systematic approach to collegial engagement, including coaching cycles. The induction program operates for all new and beginning teachers throughout the school year through a clearly documented induction and mentoring plan. Members of the SLT are responsible for induction. Teachers newly appointed to the school express great value in the induction that is provided by the school. Early career teachers indicate they would value additional opportunities for feedback on their practice particularly in the area of behaviour management.

The school is committed to a whole-school approach to differentiated teaching and learning, ensuring success for every student in an inclusive education environment.

Differentiated teaching and learning is regarded as core practice with the collaborative goal of continuous improvement in student achievement. Each year level is supported in curriculum delivery and unit level planning with discernible differences tools to support differentiation in the classroom. A Sprint Model, based on the work of Dr Simon Breakspear¹,

¹ Breakspear, Simon. (2018). Learning sprints. Retrieved from <http://simonbreakspear.com/learning-sprints/>



for literacy and numeracy improvement includes a three level approach to achieving targets. The way in which teachers utilise resources and apply this to their day-to-day teaching varies across the school.

The school Parent and Community Engagement (PaCE) framework outlines the partnerships with the community and includes the highly valued Early Learning Strategy (ELS).

The ELS has a focus on oral language in Early Childhood Education Centre (ECEC) settings resulting in the school employing a Speech Language Pathologist (SLP) who works with the local ECEC providers and develops the oral language of students through direct contact. The SLP and occupational therapist provide Professional Development (PD) to early childhood educators and conduct 'Pathways to Prep' parent evenings.

The school mental health and wellbeing framework for staff and students clearly articulates three levels of support and the available resources from school, regional office and outside agencies to provide this support.

The 2018 School Opinion Survey (SOS) indicates significant improvement from previous years with 89.5 per cent staff agreement with the statement 'I feel that staff morale is positive at this/my school' compared to 77.5 per cent for the Like Schools Group (LSG) and 80.9 per cent for all State Primary schools. Some staff members and parents provide anecdotal data to support the growing positive impact that aspects of the school mental health and wellbeing framework are having on student and staff wellbeing.



2.2 Key improvement strategies

Narrow and sharpen the school improvement agenda through the inclusion of timelines for actions and short- and long-term targets expressed in measurable student outcomes.

Investigate the range and scope of data analysis used to identify how cohort achievement levels have changed over time and the effectiveness of school initiatives and programs to support existing and emerging improvement agendas.

Develop an intentional and strategic leadership capability building model for the current and future year level coordinators and other aspiring leaders, ensuring timely effective feedback for leadership growth and development.

Build deeper teacher understanding of the school pedagogical framework, embedding signature school practices across all learning areas of the AC.

Expand the school professional learning suite to accommodate further feedback for teachers on their practice including classroom profiling to support classroom management and student engagement.

Continue to develop and implement processes that build teacher capability to differentiate the curriculum and learning experiences for all students.