

Geebung State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Geebung State School** from **19 to 21 February 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

John Bosward	Internal reviewer, SIU (review chair)
Karen Warren	Peer reviewer
Howard Nielsen	External reviewer



1.2 School context

Location:	Newman Road, Geebung
Education region:	Metropolitan Region
Year opened:	1953
Year levels:	Prep to Year 6
Enrolment:	356
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	3.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1027
Year principal appointed:	2016
Full-time equivalent staff:	21.2
Significant partner schools:	Wavell State High School – middle school events and transition events, Kedron Cluster of Schools – cluster moderation, principal cluster and deputy principal network
Significant community partnerships:	Geebung Crèche and Kindergarten (C&K), Marchant Park C&K, The Salvation Army, Reading Army
Significant school programs:	Connect Program, chaplaincy program, Writers Club, Garden Club, Active School Travel (AST) program, school leadership, student council



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, teacher librarian/instructional coach, Support Teacher Literacy and Numeracy (STLaN), 19 teachers, Business Manager (BM), administration officer, seven teacher aides, 31 parents, 22 students, Parents and Citizens' Association (P&C) president and vice president, Speech Language Pathologist (SLP), guidance officer, Outside School Hours Care (OSHC) coordinator, chaplain, schools officer and cleaner.

Community and business groups:

- Religious Instruction teacher.

Partner schools and other educational providers:

- Director C&K Geebung Kindergarten & Preschool and principal Wavell State High School.

Government and departmental representatives:

- State Member for Aspley, Brisbane City Councillor for Marchant Ward and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2016-2019
School Opinion Survey	School Data Profile (Semester 2, 2017)
2016 – 2017 EIA “The Journey”	Student report cards
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Geebung SS Induction
School pedagogical framework	Professional development plans
School assessment and data schedule	School newsletters and website
Responsible Behaviour Plan	Headline Indicators (Semester 2, 2017)
Content 2018 Student Support Services Team Referral Flowchart 2018	



2. Executive summary

2.1 Key findings

The school is driven by a moral purpose that states that *'Each and every member of our school community, believes that each and every student can and will achieve.'*

Discussions with stakeholders demonstrate high levels of trust across the school community. The broader community holds the school in high regard and students appreciate the interest that teachers take in their learning and their consistent efforts to assist them to improve.

School leaders and staff members are highly committed to improving outcomes for all students.

This is reflected in the strong commitment of staff members and the community to student learning, wellbeing and the school's improvement agenda. Many parents and members of the wider community express the view that they appreciate the high visibility of the leadership team within the school and the level of commitment and professionalism demonstrated by staff members in supporting the wellbeing of students.

Effective transition processes are established between the school and early childhood services.

A formal Prep transition program operates through the Connect Program referred to by parents as an 'innovative, effective and inspiring' program that provides an excellent induction for Prep students and their parents prior to entering the school. The Connect Program provides an organised and frequent visitation program for incoming Prep students. Their parents are engaged in a parallel program of learning that heightens their awareness of the new educational environment for their child.

School leaders articulate the belief that reliable data is essential to inform and drive school improvement.

The analysis of writing data and strategies for improved student outcomes is the focus for discussion amongst classroom teachers and members of the leadership team. Teachers engage in data discussions through moderation meetings for writing within the school and the local cluster. The data literacy skills of individual staff members vary across the school.

A positive, inclusive culture is apparent across the school.

Teachers work to understand where students are in their learning and most teachers utilise structural differentiation. Reading, spelling and mathematics group rotations and small group instruction support these differentiated ability groups. The delivery of differentiated learning to the full range of students in every classroom is yet to be fully embedded.



There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes.

Teachers demonstrate a strong commitment to their own development and many are willing to engage further in developing teaching practices through classroom observations of colleagues. A culture of sharing of practices and visiting classrooms for colleague modelling, coaching and mentoring is emerging. A differentiated coaching program that meets the emerging and varying needs of teachers is yet to be refined and embedded.

Individual learning goals are collaboratively developed and students report that they receive feedback related to their goals.

Some students report receiving feedback related to effort and participation. Other students receive feedback that clearly identifies the next steps in learning. Discussions with teachers indicate that student feedback processes vary across the school.

The school parent organisation is strong with active and widespread participation by parents.

Parent classroom volunteers are used frequently and effectively within the school community. The Parents and Citizens' Association (P&C) is a valuable partner in the education process and in the provision of resources. The P&C articulates the desire to work closely with staff members to enhance outcomes for students and raise money to support school initiatives.



2.2 Key improvement strategies

Continue to build teacher capability in data analysis incorporating the triangulation of data to inform planning to improve individual student outcomes.

Develop the capability of teachers to deliver differentiated learning to the full range of students in their classroom.

Refine and develop a differentiated coaching program to meet the emerging and varying needs of teachers and students.

Embed the school-wide process to provide regular and timely feedback to students that makes clear what actions they can take to make further learning progress.