Jambin State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Jambin State School** from **27** to **28 May 2021.**

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 EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Leah Mullane   Internal reviewer, EIB (review chair)

Judith Angel   Peer reviewer

1.2 School context

Location:	Threeways Road, Smoky Creek
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	38
Indigenous enrolment percentage:	5 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 2.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 2.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	997
Year principal appointed:	2009

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, three teacher aides, small schools Business Manager (BM), one cleaner, 22 students and 11 parents.

Community and business groups:

- Three Parents and Citizens' Association (P&C) executive members, two bus drivers and Scripture Union representative.

Partner schools and other educational providers:

- Biloela State High School acting principal and Thangool State School principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 2 2020)
School budget overview	Headline Indicators (October 2020 release)
OneSchool	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Staff have a strong focus and commitment to school improvement demonstrated by collaborative processes for Explicit Improvement Agenda (EIA) implementation.

Staff members articulate a clear understanding of the school's EIA and their roles and responsibilities within its implementation. The school has an explicit learning wall for staff in relation to the current and previous year's improvement agendas. This wall includes the current Annual Implementation Plan (AIP), strategies currently implemented in alignment to the agenda, and resources for staff regarding the implementation of the EIA. It is used a reference for regular and rigorous discussions in relation to the progress of the current improvement strategies. This wall assists in aligning staff understanding of the EIA for consistency of practice and implementation. It is reviewed, changed and updated regularly as a working document. The staff 'Bump it up' wall is aligned to current classroom walls in the colours for achievement, and guides staff in relation to good, better and best practice in the implementation of their current priorities. Staff members express this wall is helpful in aligning staff regarding consistency on their journey for improvement.

A strong culture of collegiality, mutual trust and support exists amongst staff members.

The principal understands the importance of developing the best possible teaching team to meet the diverse needs of student learners. The school has a team of enthusiastic and dedicated senior teachers and experienced teacher aides that share responsibility for student learning and success. Staff members describe a collegial culture based on respectful and caring relationships with a culture of teamwork apparent across the school. Staff express professional satisfaction in working at the school, and describe collegial relationships and their ability to work collaboratively with others as important for school improvement. Teacher aides are highly valued members of the teaching team and work closely with teachers. Most parents and students speak highly of staff members.

School staff place a high priority on quality curriculum planning and delivery and acknowledge these practices as vital for student academic success.

A whole-school Curriculum Assessment and Reporting Framework (CARF) outlines the school's expected practices in relation to curriculum planning and implementation, with the inclusion of links to student wellbeing, parent and community engagement, professional learning, and differentiated teaching practices. Included within the CARF are three levels of planning including whole-school, year level and unit level planning. The principal acknowledges a need to review these plans to ensure coverage of all achievement standards within each year level, in alignment to the assessment marking guides. Planning expectations are implemented in the English and mathematics learning areas, and stored in curriculum folders for future utilisation. Processes for the alignment of content descriptors and achievement standards in all learning areas for multi-age learning within the straight year level units are yet to be developed.

Teachers articulate the importance of implementing and assessing the Australian Curriculum (AC) with professional rigour.

Teachers utilise the marking guides within the Curriculum into the Classroom (C2C) assessment and digital guides. These marking guides are used to inform student Level of Achievement (LOA), and are referred to throughout the four-phase moderation processes as a point of truth for curriculum assessment and marking. The cluster has aligned processes from the moderation hub to implement collaborative four-phase moderation. The use of folios for informing the 'end' moderation process and assigning overall LOA within the school is an emerging practice. The principal acknowledges the need to review and update marking guides for curriculum assessments in alignment with achievement standards for student year levels, to ensure rigour in assigning LOA.

Staff members acknowledge the use of data as an integral component of knowing students and developing strategies to cater to their individual needs.

The principal and staff articulate the collection and analysis of data as vital for student and school improvement. The data collection schedule outlines the importance of, and distinction between, assessment for learning, assessment as learning, and assessment of learning. Data analysis conversations are viewed as an integral part of the data collection process within the school. Regular informal discussions are conducted with staff members in relation to the school and student data as a method of ongoing professional learning. The principal expresses a desire to further deepen and formalise data discussions with focuses on student differentiation and improvement.

Teaching staff members are committed to the continued development and improvement of pedagogical practices.

The principal leads improvements in teaching and learning for the school, and demonstrates a strong conviction that quality teaching is the key to improved student learning. Teaching team members express that classroom pedagogical practices encompass research-based approaches by Hattie[1] through 'Visible Teaching, Visible Learning'. Teaching strategies used in the classrooms include establishing a learning environment whereby students are engaged, challenged, feel safe to take risks and are supported to learn new material, and explicit demonstrations of what students are to know and be able to do. Informal discussions regarding teacher feedback occur regularly in relation to teaching strategies. Formal processes for all staff to receive feedback on teaching practices, including coaching, modelling, observation and feedback are yet to be developed.

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[1] The University of Melbourne. (2018). *Prof John Hattie.*
https://www.findanexpert.unimelb.edu.au/display/person428067

The school places a high priority on developing learning environments and experiences that cater to the individual learning and wellbeing needs of all students.

Staff members articulate the strong belief that all students can learn when provided with the appropriate supports. Teachers articulate a range of strategies implemented to support students in accessing their learning. The CARF outlines a range of examples for differentiated practices through content, process, product and environment, articulated in the Central Queensland (CQ) differentiation guidelines. A range of methods for the documentation of differentiated practices is implemented by teachers. Some teachers express the documentation of differentiation as a future priority for implementation. The principal articulates differentiation as the 'who' of teaching and learning, and identifies differentiated practices as a future priority area for school improvement.

Collaborative curriculum unit planning practices in English enable to the co-construction of learning walls by students and teachers to develop assessment-literate learners.

The school has clear processes for unit planning, developed collaboratively within the moderation cluster. These processes include a school-wide format for unpacking C2C units, including areas for aligning achievement standards, providing a unit outline, links to other learning areas, outlining cognitive verbs, and unpacking a student 'know and do'. Teachers collaboratively develop visible learning walls with students. Teaching staff work in conjunction with students to co-construct their understanding of the links between the marking guides and the learning examples on the walls. Task requirements utilising the know and do, and marking guides for assessment are known and understood by students. Exemplars are on open display in the classroom through the use of Bump it up walls. Feedback is regularly provided through the utilisation of the learning walls to develop assessment-literate learners.

A positive culture for learning, underpinned by caring and respectful relationships is apparent across the school.

All staff members are committed to the belief that every student can be a successful learner with high expectations that every student will achieve positive outcomes. Parents are involved in the school and are viewed as partners in their child's learning. A welcoming and orderly environment greets people upon arrival at the school where there is a sense of community that is acknowledged by students and staff. Stakeholders comment on this and the positive interactions that are fostered between students, staff, parents and community members. This is reflected in the positive and supportive interactions between staff members and students. Students express positivity in relation to their interactions with peers and staff members.

2.2 Key improvement strategies

Review planning documentation and expectations to include vertical and horizontal alignment of the achievement standards and content descriptors for year level curriculum entitlement.

Develop processes for the alignment of curriculum assessments and marking guides to year level achievement standards for rigour in assigning LOAs.

Provide opportunities for regular, formal discussions for the analysis of data to reflect on teaching strategies and inform differentiated practice.

Develop regular, formal opportunities for all staff to receive feedback on teaching practices, including coaching, modelling, observation and feedback.

Collaboratively develop school-wide expectations for the implementation, documentation and review of differentiated practices.