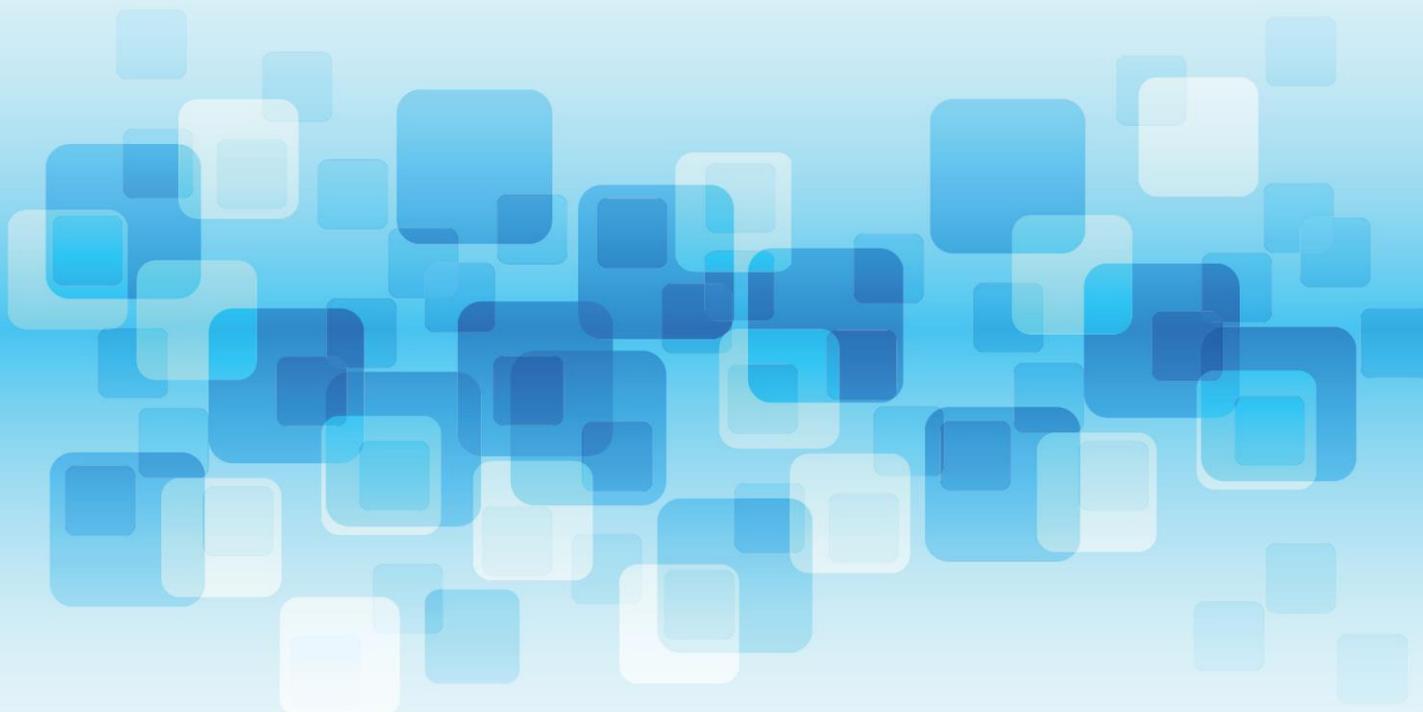




School Improvement Unit Report

Jones Hill State School Executive Summary





1. Introduction

1.1 Background

This report is a product of a review carried out at Jones Hill State School from 19 to 21 August 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:	21 McIntosh Creek Road, Jones Hill
Education region:	North Coast
The school opened in:	1912
Year levels:	Prep to Year 6
Current school enrolment:	364
Indigenous enrolments:	5.8 per cent
Students with disability enrolments:	1.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	2015
Number of teachers:	25
Nearby schools:	Monkland State School, One Mile State School, Gympie State School
Significant community partnerships:	Goodstart Early Learning Centre
Unique school programs:	



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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - 21 teachers including the leadership team
 - Business Services Manager (BSM)
 - Six teacher aides and three administration officers
 - 22 students
 - 18 parents including Parents and Citizens' Association (P&C) representatives and tuckshop convenor
 - Director and teacher from Goodstart Early Learning Centre
 - Principal, Gympie State High School
 - School 'Adopt a Cop'
 - Regional Behaviour Support Officer
 - Camp Australia school coordinator

1.4 Review team

Peter Tanzer	Internal Reviewer, SIU (review chair)
Clare Grant	External Reviewer
Matt Sahlqvist	Peer Reviewer



2. Executive summary

2.1 Key findings

- School staff have expressed a strong commitment to improvement for all students as evidenced by extensive documentation which outlines improvements in student achievement levels through targets and timelines.

The school has a documented explicit improvement agenda which states that there are four priorities for 2015, including writing and reading, numeracy, teaching quality and the explicit teaching model, to increase the number of students in the Upper Two Bands (U2B). There is evidence that some systems are currently being established to monitor the effectiveness of initiatives and programs.

- The school leadership team are using school-wide data sets to identify improvement strategies, monitor individual and cohort progress against stated targets and direct resource allocations to classrooms.

The school's assessment plan sets out the type of assessment and frequency of data collection. The plan also sets out the correlation between results and achievement standards. Regular data discussions occur between the leadership team and teaching teams. The 'student progress and targets summary' is used to support these discussions.

- The tone of the school reflects a school-wide commitment to purposeful and successful learning.

The staff demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. School Wide Positive Behaviour Support (SWPBS) is embedded by the school to support students' wellbeing and behaviour. The School Opinion Survey (SOS) indicates high levels of satisfaction across staff, parent and student domains.

- Funding allocated to professional development has been used to support the school's improvement priorities.

Considerable funding is allocated to release teaching teams each term to plan collaboratively. Teachers have indicated that these opportunities are assisting them to develop curriculum plans and develop student learning goals.

- A detailed professional learning improvement plan has been created.

The leadership team has implemented a feedback process for explicit instruction teaching practices, specifically related to reading. Feedback is provided in verbal and written form based on an agreed format with staff. The school values the role of teacher aides and provides weekly training on school programs.



- The school's curriculum planning documents identify curriculum, teaching and learning priorities and assessment expectations.

Teachers are released one day per term in year level teams and are supported by the leadership team to incorporate student data into the planning processes. Unit plans are modified in the teacher planning process and teachers are expected to map back to the Australian Curriculum statement of learning intent. There was only limited evidence that current modifications are informing the design of the whole-school curriculum plan specifically in relation to vertical alignment across the school.

- Strategic use of resources supports an embedded model of support provided within the classroom program.

The leadership team expects that teachers closely monitor the progress of individual students within the planning process. The cone model is used to identify curriculum adjustments and allocate resourcing to best meet the identified needs of the learner.

- The leadership team recognises that highly effective pedagogy is the key to improving student outcomes.

The leadership team has strategically drawn on the expertise and specialised interests of teachers across the school and facilitated their capacity to lead quality practice within the school. The school leadership team actively work alongside teachers using a coaching/observation/feedback model to promote a range of evidence-based strategies.

Some students reported that they received useful feedback from their teachers and this is assisting them to improve. A school-wide systematic approach to student feedback was not evident at the time of the review.

- The school currently fosters positive relationships with local early childhood providers and feeder high schools.

The school is providing information to the families currently attending the centre. Cross campus visits are in place and the centre participates in a range of school activities. The school leadership team has visited other providers to initiate transition conversations. The school has a partnership with Gympie State High School. The relationship currently has a focus on transition of students into high school with some opportunities for student participation in academic excellence programs and scholarships.



2.2 Key improvement strategies

- Further develop the systems that will monitor and track the effectiveness of the improvement strategies so that adjustments can be incorporated.
- Develop a quality assurance process to ensure vertical alignment of curriculum planning and that modifications to the plan and assessment tasks are reflected in the whole-school curriculum plan.
- Work with students to understand and articulate their learning goals and develop a school-wide approach to provide regular and developmental feedback to support students to reach their learning goals.
- Continue to build the relationship with local early childhood providers and with feeder high schools to enable stronger transition processes to be established. Use these opportunities to share resources that will enable the expansion of learning opportunities for both students and staff.
- Ensure a more strategic approach to resource management with a focus on building the number of students achieving U2B in all areas of National Assessment Program – Literacy and Numeracy (NAPLAN). Refine school-wide processes that identify and allocate resources to programs that will differentiate for and challenge high performing students.



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