

Jones Hill State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





Contents

1. Introduction	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	10



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Jones Hill State School** from **31 October to 4 November, 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

Garry Lacey	Internal reviewer, SIU (review chair)
Suzanne Carstairs	Peer reviewer
Howard Neilsen	External reviewer



1.2 School context

Location:	McIntosh Creek Road, Jones Hill
Education region:	North Coast Region
Year opened:	1902
Year levels:	Prep to Year 6
Enrolment:	406
Indigenous enrolment percentage:	7.4 per cent
Students with disability enrolment percentage:	7.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	986
Year principal appointed:	2015
Day 8 staffing teacher full-time equivalent (FTE):	25
Significant partner schools:	One Mile State School, Gympie South State School, Monkland State School, Gympie State High School
Significant community partnerships:	Sage Music Academy, Camp Australia Outside School Hours Care (OSHC) program, University of the Sunshine Coast (USC), Autism Queensland, Queensland Police Service (QPS), Life Education, Gympie Music Muster
Significant school programs:	Light Educational Ministries (LEM) phonics, Gympie Mathematics Alliance (GMA), Writing Revolution school program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), guidance officer, 16 classroom teachers, two Special Education Program (SEP) teachers, two Support Teachers Literacy and Numeracy (STLaN), Health and Physical Education (HPE) teacher, music teacher, 10 teacher aides, Business Manager (BM), three administration officers, three ancillary staff members, 25 parents, 46 students, and representatives of the mathematics, writing, LEM and School-wide Positive Behaviour Support (SWPBS) committees.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives, Sage Music Academy representative and school chaplain.

Partner schools and other educational providers:

- Principal of feeder high school, Director early learning centre and Advisory Visiting Teacher (AVT) – behaviour.

Government and departmental representatives:

- Mayor of Gympie Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2016-2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	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	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Report card and NAPLAN update (Semester 1, 2019)
Inclusive Education Policy	



2. Executive summary

2.1 Key findings

The school promotes a culture of high expectations for all students.

Parents, students and teachers describe the relationship between members of the school community as caring, trusting and respectful. Teachers are admired and respected by students and parents as committed professionals who are open to communicating about student learning and issues affecting that learning. Students and parents speak positively regarding their relationships with their teachers and the care staff members afford them. Parents express the view that the professionalism and dedication of staff is strongly valued within the community.

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

The principal has developed an Explicit Improvement Agenda (EIA) in consultation with staff members that has been gradually implemented since 2016. Specific focus areas for improvement are reading, including implementation of LEM (Light Educational Ministries) phonics, writing and mathematics. The improvement agenda engages staff members in three phases of implementation – emerging, consolidation and embedded practice. Teacher capability development in the effective delivery of teaching and learning experiences is a focus for this work. Members of the teaching team work hard and have a strong level of commitment to the improvement agenda.

The school's leadership team articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda.

Strong processes are developed to understand school, cohort, class and individual student performance and to share this information with members of the teaching team. The development of teachers' ability to genuinely engage with student learning data has been a continual focus in recent times. A collaborative inquiry approach in which teachers utilise student learning data to further inform the teaching and learning process is undertaken. This data inquiry approach with its contributing questions is designed to focus teachers on self-reflection regarding their class data.

Teacher knowledge of the Australian Curriculum (AC) is continuing to grow through collaborative planning processes in English and mathematics.

In other curriculum areas, including Humanities and Social Sciences (HASS) and science, more informal processes are undertaken to plan curriculum units. Some year level teams meet in their own time to collaboratively agree on the unit design and assessment task. The use of Curriculum into the Classroom (C2C) assessment tasks, Guides to Making Judgements (GTMJ) and resources form the basis for many of these units. Some teachers describe their level of reference to the AC in the planning of these curriculum units as variable. School leaders acknowledge the need to utilise the process for developing



curriculum units in English and mathematics to collaboratively develop and adapt curriculum units in other learning areas that support effective delivery of the AC.

The school has focused its efforts on delivering effective programs in literacy and numeracy.

The leadership team recognises a next step in teaching and learning is to further promote a culture of inquiry and innovation where creative exploration and independent learning are valued in classroom learning programs. Currently, in the teaching of mathematics, there is a focus on developing student abilities to apply their learning in problem solving situations and mathematical reasoning. Consideration of the general capabilities of the AC including critical and creative thinking, engagement with the technologies and the Arts curriculum is emerging through the work of some teachers.

School leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

Pedagogical practices regarding goal setting and feedback are apparent across classrooms. Teachers work with students to identify English, mathematics and behaviour learning goals for each individual. Some teachers have commenced the process of sharing assessment tasks, GTMJs and assessment exemplars with their students. These are being linked to the provision of feedback and the development of learning goals. The leadership team express a desire to build the capacity of teachers to engage their students as assessment literate learners through the effective implementation of learning walls, goal setting and feedback processes as a next step in this process.

School leaders articulate high expectations for differentiation to be documented and delivered in all classrooms.

Teachers and members of the leadership team participate in school-wide processes including the collaborative inquiry process to analyse student data, identifying goals and targets for students, and planning for differentiation strategies to improve student learning. Consideration of differentiation in the teaching and learning process utilising the Maker Model¹ is undertaken as an aspect of the curriculum planning process. School leaders indicate a next step for the school is providing a focus on enhancing the learning of high achieving students.

School leaders are cognisant of the need to support members of the teaching team to continually develop their professional skills.

Professional learning is provided to staff members to build capability to enhance the learning experiences offered to students. School leaders and teachers who engage in classroom teaching observations and feedback describe the process as building teacher capability and confidence. Teachers articulate engaging with colleagues to share practice through coaching and mentoring relationships. In addition Watching Others Work (WOW) time is offered to

¹ Maker, C. J. (1982). *Curriculum development for the gifted*. USA: Aspen Systems Corporation.



allow teachers to visit one another's classrooms. Teachers indicate they would appreciate further opportunities to engage in showcasing best practice, learning from each other and promoting a self-evaluative culture focused on improving classroom teaching.

The school's leadership team and teaching staff members express a strong commitment to implementing curriculum units aligned to the expectations of the AC.

School leaders engage with teachers in a pre-moderation process in English and mathematics to assist them to commonly understand and agree on the criteria for learning success. Consideration of the assessment task, unpacking of the GTMJ, establishment of an anchor chart that details what students are to know and do and deconstruction of assessment exemplars are key aspects of this process. In addition, the planning of a comprehensive curriculum overview that details aspects of the lesson sequence is undertaken.

Staff members exhibit high levels of professional energy and identify strong collegial relationships.

Teachers appreciate the support of year level colleagues and school leaders in the work they undertake in the school. Collaborative processes are established that engender a strong team culture across the school. Opportunities are developed for teaching teams to work together to plan for curriculum and sharing resources. A culture of mutual trust and respect is strongly apparent with levels of morale and wellbeing remaining high.



2.2 Key improvement strategies

Utilise the processes for developing curriculum units in English and mathematics to collaboratively develop and adapt curriculum units in other learning areas that support effective delivery of the AC, including planning for the general capabilities.

Further promote a culture of inquiry and innovation where creative exploration and independent learning are valued in classroom learning programs.

Build the capacity of teachers to engage their students as assessment literate learners through the effective implementation of learning walls, goal setting and feedback processes.

Use the school's differentiation planning process to assist teachers in developing their repertoire of practice to effectively differentiate for the range of student learners in their class, including consideration for high achieving students.

Maintain opportunities for members of the teaching team to engage in showcasing best practice, learning from each other and promoting a self-evaluative culture focused on improving classroom teaching.