

Jones Hill State School

School-led review validation executive summary

About the school

Jones Hill State School acknowledges the Gubbi Gubbi people who are the Traditional Custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	460
Indigenous enrolment	5.6%
Students with disability	25.8%
Index of Community Socio-Educational Advantage (ICSEA) value	987

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Jones Hill State School** on **20 to 23 October 2023**.

- **Stephen Bobby**, Senior Principal, Reviews, SRR (validation chair)
- **Leasa Smith**, School Supervisor
- **Garry Day**, Peer Reviewer
- **Georgia Masters**, Peer Reviewer

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 6: Systematic curriculum delivery

Build teacher knowledge and understanding of the Australian Curriculum (AC), including implications for unit development to ensure alignment between intended, planned and enacted curriculum to maximise student engagement and learning.

Further refine systematic and collaborative processes for teachers and leaders to co-plan, moderate and observe learning to support alignment between curriculum, teaching and learning.

Domain 7: Differentiated teaching and learning

Collaboratively review, communicate and operationalise roles and responsibilities for all teaching and inclusion staff to ensure accountabilities are enacted in supporting learning for all students with diverse learning needs.

Implement professional learning to build the capability of teachers in developing and implementing adjustments for students with diverse needs to ensure they can access and participate fully in the curriculum.

Domain 3: A culture that promotes learning

Monitor the strategic roll out of all new initiatives ensuring change rates are matched with capability

Key affirmations



The school is highly connected with the community and parent engagement is valued.

Staff and parents articulate a strong sense of community and unwavering commitment to supporting students. Parents express a high level of trust with staff and value the consistent, high expectations of students. The Parents and Citizens' Association (P&C) is an active group that supports the culture of the school, many community members discuss that the P&C is always looking for further ways they can support the school. Many staff, parents and community members speak of their long-term connection to the school, with some describing being involved with the school as like being part of a big family. Words such as positive, ongoing, approachable, optimistic and promoting kindness are frequently used to describe the school from broader community.

School leaders have established a culture of high expectations for student learning, behaviour and engagement.



Parents, community members, students and staff acknowledge an unrelenting focus on high expectations and articulate the immense pride they have in their school. Teachers identify high levels of support from the leadership team to maximise student engagement, noting strong and consistent processes for managing student behaviour. Students speak confidently and clearly regarding behaviour expectations and discuss being motivated to achieve their best as learners. Teachers are committed to providing quality teaching and learning for all students, using data to monitor student progress and working collaboratively to plan and deliver curriculum to enhance student outcomes. School leaders prioritise ongoing professional learning to maximise staff capability and realise high standards of educational achievement.

Staff's dedication to continuous improvement is evident daily.



Staff outline that students are at the 'centre of their thinking' when they are planning learning experiences. Teachers articulate that they are open to exploring a wide variety of pedagogical approaches that engage students in learning. Students discuss that they enjoy the lessons and learning approaches taken by their teachers. A priority focus of creating engaging learning episodes for all students has yielded consistently strong academic results. Teachers engage students as assessment-capable learners through the use of learning walls, exemplars, goals and feedback.

A positive school culture is centred on student success.



The school community consistently identifies and celebrates an embedded culture of high expectations for both staff and students. Staff and parents speak of collegial support through positive relationships and a dedication to the learning outcomes of their students. Teachers consistently identify strong positive relationships and engagement with the local community and the collaboration that occurs to perpetuate a culture of mutual support for the school. Parents consistently identify this as a 'caring school' and 'highly rated in community'. A key focus on student achievement and high academic standards across the school has resulted in consistent lifts in student achievement data and an ongoing expectation from teachers, parents and students to high achievement. A clear, equitable and consistent approach to student behaviour has set the standards for students and is exemplified by the positive student to student, student to teacher, and student to staff relationships across the school.

The school is committed to maximising the learning of every student.



A unique culture of maximising whole-school improvement while maintaining a focus on individual student success exists at the school. Teachers, teacher aides and support staff work collaboratively to identify, plan and document adjustments to curriculum, teaching and learning to cater for the diversity of students in their classes, while maintaining high standards for student performance in line with the ethos of the school. Parents and carers recognise the detailed approach to promoting the wellbeing and learning of each student within a positive learning culture. Staff value opportunities to continue to build their capability to tailor teaching and learning to meet the diverse needs of students in their classes.

Staff discuss the levels of collegiality they afford each other daily.



Teachers, leaders and the broader staff all speak of the levels of collegiality that are evident across the school, and the high levels of professional and personal support they offer each other. Some staff members express that they relish the opportunity to come to work every day with their valued colleagues. Staff comment that the leadership team are supportive in nature and this is appreciated. Parents articulate that staff are always approachable and are genuinely driven by students' academic, wellbeing and engagement outcomes. Many staff members speak of actively promoting positivity in their relationships with staff and students as a way of maintaining and enhancing wellbeing.