

Goondiwindi State High 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 **Goondiwindi State High School** from **18 to 20 July 2017**.

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

Alan Sampson	Internal reviewer, SIU (review chair)
Moya Mohr	Peer reviewer
Rosemary Horn	External reviewer



1.2 School context

Location:	Sandhurst Street, Goondiwindi
Education region:	Darling Downs South West Region
Year opened:	1964
Year levels:	Year 7 to Year 12
Enrolment:	497
Indigenous enrolment percentage:	20.0 per cent
Students with disability enrolment percentage:	5.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	914
Year principal appointed:	Semester 2, 2009
Full-time equivalent staff:	41
Significant partner schools:	Goondiwindi State School, St Mary's Parish School, small schools cluster, Texas P-10 State School, Inglewood P-10 State School
Significant community partnerships:	Gateway to Training, SILO (Schools Industry Links Outreach), Goondiwindi Regional Council, Queensland Police Service, Border Rivers Education, Training and Community Group (BRET.COM), Darling Downs South West Region (DDSWR) Indigenous reference group
Significant school programs:	Master class, STEAM (Smart Teachers Enthusiastically Achieving More) writing project, Clontarf Academy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Services Manager (BSM), Parents and Citizens' Association (P&C) president, five parents, 39 teachers including Heads of Department (HOD), chaplain, youth health nurse, guidance officer, tuckshop convenor, four cleaners, six teacher aides, two administration officers, three schools officers and 68 students.

Community and business groups:

- Manager of Goondiwindi Petroleum.

Partner schools and other educational providers:

- Goondiwindi State School.

Government and departmental representatives:

- Councillor for Goondiwindi Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Master Plan
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

The principal and staff members articulate a shared commitment to improvement.

The school leadership team is working to enhance consistency and clarity of whole-school practices and expectations. Staff members speak highly of the commitment of leaders to the improvement in the transparency and consistency of decision making.

There is a developing culture of openness to shared observation and critique of each other's teaching practices and providing and receiving developmental feedback.

Teachers articulate positive benefits in receiving feedback regarding their pedagogical practices and writing strategies. Staff members display a consistent commitment to student improvement and support for each other.

Most staff members indicate student behaviour has improved over recent years.

Behaviour management remains the number one area for improvement articulated by staff members. The key school values of '*Respect, Learning and Achievement*' are highlighted in artefacts in all classrooms. A consistency of what these values look like for students varies from classroom to classroom. '*I Aspire, I Achieve*' is the school's motto. A clear vision of how this motto is a lever for building a culture of high expectations and learning is not yet apparent. A collaboratively developed explicit pastoral care program is not yet apparent in the school.

An explicit, cyclic, strategic planning process, outlining how priorities are determined and when priorities are monitored, is developing.

Key leaders develop action plans in line with the core priorities of the school's Annual Implementation Plan (AIP). Evidence of achievement in terms of classroom targets varies in depth and review.

Some teachers have developed comprehensive processes to ensure a clear line of sight between data analysis, teaching strategies, coaching, review and feedback.

The STEAM (Smart Teachers Enthusiastically Achieving More) program has successfully enhanced results in the school's priority of writing and offers an exemplary model of an expert teaching team. Student relative gain from Years 5 to 7 and Years 7 to 9 in the National Assessment Program - Literacy and Numeracy (NAPLAN) indicates improvement in writing is above Similar Queensland State Schools (SQSS). There is capacity to further expand the embedding of the writing initiative beyond the STEAM team's classrooms, including application, to reading initiatives.



The school has developed a data collection plan for the systematic collection of a suite of agreed data that identifies starting points for learning.

Teachers are conversant with the use of attendance and behaviour data to inform interventions. The understanding and usage of achievement data analysis and the aligned application of differentiation strategies vary across the school.

The school leadership team is endeavouring to extend the range of opportunities for elevated learners.

Parents, students and some teachers articulate the need for more explicit pedagogical strategies and programs that challenge and extend the elevated student cohort in the school including the need to expand the range of teaching strategies that foster collaborative group work, rich tasks, inquiry learning, and that cater to the variety of learning styles.

Community members, parents, students and staff members speak of a strong sense of community and belonging to the school.

The school is highly valued by the community. The school develops and maintains structures and relationships in the broader school community particularly with its apprenticeship and work-related programs. The school is recognised and valued by the community through the many tangible endorsements from local businesses provided for awards and Speech Night.



2.2 Key improvement strategies

Collaboratively develop and implement an explicit pastoral care program that reinforces the school motto and the key values of learning, respect and achievement to enhance a culture of high expectations regarding behaviour, attendance and achievement.

Align classroom targets to school priorities accompanied by formal modelling, monitoring and review processes actioned by instructional leaders.

Expand the *Line of Sight* model used within the STEAM program in writing to the actioning of other school priorities including any future development of reading programs.

Develop processes to enhance the data literacy of teachers, ensuring a link to classroom differentiation strategies.

Expand the range of provisions for elevated learners to enhance opportunities and challenges for higher order and creative thinking.