

Geham State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Geham State School** from **14 to 16 June 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

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|----------------|---------------------------------------|
| Sandra Perrett | Internal reviewer, EIB (review chair) |
| Helen Heery | Peer reviewer |
| Julianne Mabb | Peer reviewer |



1.2 School context

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|--|--|------------|
| Location: | New England Highway, Geham | |
| Education region: | Darling Downs South West Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 152 | |
| Indigenous enrolment percentage: | 5 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 5 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 7 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1012 | |
| Year principal appointed: | 1999 | |

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, 11 teachers, Business Manager (BM), six teacher aides, cleaner, schools officer, 55 students, past student and 20 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice-president and treasurer, and Returned and Services League of Australia (RSL) Highfields Sub-branch member.

Partner schools and other educational providers:

- Principal of Meringandan State School, principal of Kingsthorpe State School, principal of Gowrie State School, two Year 7 coordinators from Highfields State Secondary College and Highfields Kindergarten educator.

Government and departmental representatives:

- Mayor of Toowoomba, State Member for Condamine, ARD and Advisory Visiting Teacher – Physical Impairment (AVT-PI).

1.4 Supporting documentary evidence

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



2. Executive summary

2.1 Key findings

The principal and staff members are united and committed to supporting all students to improve their learning outcomes and finding their talents.

The school has dedicated staff members that are passionate in their focus on achieving strong learning outcomes for each student. An explicit commitment to enhancing the learning for every student and a 'whatever it takes' attitude exist. This extends into the manner in which resources are allocated. Parents express appreciation of the school's moral imperative of doing whatever it takes to support all students to be successful. Students express pride in the school, articulating that they 'accept difference'.

The school has worked proactively to support students to become assessment literate.

'Bump it up' walls are consistent features in all classrooms and include learning intentions, success criteria, co-constructed writing samples and anchor charts. Students speak confidently regarding their learning and what is required to achieve an 'A', 'B' or 'C'. They describe the use of the Bump it up wall to enhance their writing. Teachers work with students to build their understanding of the Guides to Making Judgements (GTMJ) and students are able to articulate a deep understanding of what is required to be successful in their assessment tasks.

Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing.

The principal and a number of classroom teachers lead and model professional learning. The principal and regional personnel identify the importance of developing a distributive leadership model. At the time of the review, the principal identifies the importance of further developing the leadership skills of staff members, articulating a belief in their capability and a desire to support them in taking on the leadership of programs and initiatives. The principal articulates the importance of capability development and the allocation of time for this process.

The school has collaboratively developed an explicit, coherent sequenced plan for curriculum delivery.

As part of unit planning processes, teachers are encouraged to backward map from the year level plans, reviewing the achievement standards to be taught and assessed in the unit, in conjunction with the assessment task and GTMJ. Teachers utilise the Curriculum into the Classroom (C2C) unit plans and develop 'unit differentiation planners' to supplement them. Most teachers are able to discuss the alignment between the unit differentiation plan, the C2C unit plans and the Australian Curriculum (AC) achievement standards. Some teachers express a desire for further professional learning opportunities associated with the AC. Some teachers identify that they would appreciate opportunities to engage in collaborative planning sessions.



The school places a high priority of ensuring that the learning and wellbeing needs of all students are addressed.

Teaching practices across the school reflect the belief that all students are able to learn successfully when provided with appropriate learning opportunities and the required support. When asked where they go to for help, most students identify the teacher and express appreciation of the feedback provided regarding their learning. Some teachers express a degree of concern regarding the level of independence of students. The school is yet to review the level of support provided, including looking for ways to gradually increase the independence of students.

The principal views the development of staff members into an expert and coherent teaching team as central to ensuring a quality education for all students.

Teachers participate in observation and feedback processes. The principal has developed templates to utilise when providing feedback to teachers and for when teachers are Watching Others Work (WOW). An understanding of the importance and value of feedback in enhancing their teaching is yet to be expressed by some staff members. A shared philosophy and acceptance regarding the importance of reflective practice and feedback on teaching are yet to be apparent. The principal articulates the importance of establishing agreed protocols and language to support all staff members to embrace feedback as a positive way of working.

The school has engaged proactively with the Positive Behaviour for Learning (PBL) philosophy and practices.

Staff members embrace a shared accountability and commitment to supporting students to thrive, emotionally, socially and behaviourally. The school has clear strategies to promote appropriate behaviour through the use of the 'Geham Gems' and this school currency is valued by students. The student council plays an active role within the PBL team through providing feedback and suggestions prior to the main PBL meeting. Students value the Gems and look forward to purchasing items from the Gems Shop. Students learn to manage their Gems to purchase items and save for the end-of-term celebration. Some students will utilise their Gems to purchase or lay-by gifts for family members and show budgetary knowledge in managing their Gem currency.

The principal articulates the importance of building and maintaining positive, genuine and trusting relationships amongst staff members, students and parents.

Student wellbeing and care are prioritised and form the basis for the school's success and reputation in the local community. The Parents and Citizens' Association (P&C) has maintained, through various executive groups, a strong connection with the school, with the new P&C president being the school captain when the principal was first appointed to the school. The P&C president identifies that 'the school has become the community's focal point and there is a co-dependency that there wouldn't be a community without the school and that the school wouldn't be what is it without the injection of love and support from the community'.



2.2 Key improvement strategies

Develop the leadership capability of current and emerging leaders, establishing a distributive leadership model to implement current and new initiatives.

Facilitate opportunities for teachers to plan collaboratively, including working with curriculum leaders and support teachers.

Collaboratively develop a shared understanding of independence in learning for all students, building the capability of staff members to develop independent learners.

Collaboratively develop a shared philosophy of reflective practice and feedback on teaching, establishing agreed protocols and language, and associated capability development.