

Jimboomba State 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 **Jimboomba State School** from **30 May to 1 June 2018**.

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

Darren Marsh	Internal reviewer, SIU (review chair)
Kylie Smith	Peer reviewer
Rob Lee	External reviewer



1.2 School context

Location:	Mount Lindesay Highway, Jimboomba
Education region:	South East Region
Year opened:	1890
Year levels:	Prep to Year 6
Enrolment:	850
Indigenous enrolment percentage:	10 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	959
Year principal appointed:	2017
Full-time equivalent staff:	67 (teaching and non-teaching)
Significant partner schools:	Beaudesert State High School
Significant community partnerships:	Early childhood centres - Jimboomba and surrounds, Jimboomba Library, Rotary Club of Jimboomba Inc, QuoCKa (Quota, Cops Kids Altogether) Reading, Jimboomba and District Cadets
Significant school programs:	Levelled Literacy Intervention (LLI), breakfast club, Jimboomba Jumpstart, Deadly Choices



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two literacy mentors, Support Teacher Literacy and Numeracy (STLaN), two Heads of Curriculum (HOC), Business Manager (BM), guidance officer, Head of Special Education Services (HOSES), 28 class teachers, Indigenous support teacher, specialist teachers - Languages Other Than English (LOTE) and science, Positive Behaviour for Learning (PBL) team leader, Parents and Citizens' Association (P&C) president, vice president, treasurer and markets coordinator, six teacher aides, two administration officers, 42 parents, student leaders, 24 students and tuckshop convenor.

Community and business groups:

- Swim Club president, and QuoCKa community representative.

Partner schools and other educational providers:

- Feeder high school principal, feeder kindergarten coordinator, Outside School Hours Care (OSHC) coordinator.

Government and departmental representatives:

- Office of the State Member for Logan and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional Learning Plan 2018	Curriculum planning documents
2018 SET Scores and Feedback	Jimboomba State School IMPACT Cycle
2018 Pedagogical Framework	Samples of school report cards
Whole-School Assessment Overview	School newsletters and website
Professional Learning Team protocols	School Opinion Survey
Professional Learning Team protocols	End of year Targets and Timelines 2018
Individual Management Plans	Individual Curriculum Plans (ICP)
Whole-School Curriculum and Assessment Plan	Inquiry cycle for implementing of whole-school reading strategy
Jimboomba State School student monitoring targets	Professional Learning Team protocols



2. Executive summary

2.1 Key findings

School leaders and staff members have fostered a learning culture reflected in the widespread belief that all students are capable learners.

Staff are committed to improved learning outcomes for all students. Enthusiastic and supportive staff pursue opportunities to enhance the education of all students. There is a willingness by staff members to focus on teaching practices to ensure improved student outcomes. Teaching practices across the school reflect teachers' belief that students are capable of successful learning.

Processes are apparent for the identification of students requiring additional support and intervention.

Teachers differentiate classroom teaching of reading by applying group work strategies based on different ability levels, including the development of reading goals for all students. All teachers monitor the reading progress of individual students and adjust their teaching practice in this area to meet the needs of students. Parents of students articulate they are kept informed of the actions the school is taking to support their child.

The leadership team articulates reading and differentiation are the priority areas that form the Explicit Improvement Agenda (EIA) for 2018.

The leadership team articulates that through the analysis of school data these priority areas have been identified. Staff members place a priority on the use of data to inform strategies relating to the school's EIA. In recent years staff report that the school has focused on a range of improvement priorities within classrooms and across the school, and this has resulted in the implementation of a number of different classroom practices.

The leadership team is developing a shared responsibility for the implementation and monitoring of the EIA strategies.

It is recognised that explicit roles, responsibilities and timelines that link directly to the EIA is an important piece of work. This work is being consolidated by the leadership team to ensure strategies of the EIA are progressing successfully, ensuring the achievement of student learning outcomes.

The school is implementing the Australian Curriculum (AC) through the adaptation of Curriculum into the Classroom (C2C) units for each of the learning areas.

The curriculum team has developed planning processes to support teachers in the delivery of the English curriculum. The whole-school curriculum and assessment plan identifies a sequence of C2C units and moderation protocols. C2C resources inform the teaching of spelling, writing and numeracy.



The school pedagogical framework is based on the Dimensions of Teaching and Learning (DoTL).

The school recently reviewed and updated its pedagogical framework. Pillars of the framework include curriculum intent, feedback, making judgements, sequenced teaching and learning and assessment. Clear guidelines and expectations for teachers and classroom practices are developed for each pillar of the framework. Teachers articulate that their understanding and implementation of the expected pedagogical framework practices are emerging.

Staff members, students and parents describe a sense of belonging in the school with positive and caring relationships apparent.

The Positive Behaviour for Learning (PBL) program is an integral component of the whole-school approach to behaviour management. Teachers explicitly teach weekly focused lessons, identified through data analysis, designed and communicated by the PBL team. There is an acknowledgement of the need to continue to enhance the culture of high expectations within the school.

The school enjoys a positive reputation within the local community.

Parents and community members speak highly of the quality teaching and learning opportunities afforded to their child and the interest and care teachers exhibit when working with students. The school leadership team is recognised as being visible across the school, working closely with staff members, students and the school community. Parents express the view that the commitment and support of staff members are valued within the school community.

Community members, parents and school staff recognise the range of partnerships and programs that support the school's engagement within the community.

There is considerable investment in the cultural identity for the Indigenous students at the school, fostered by the school's Indigenous support teacher. The school's transition programs include the partnership of 11 early childhood centres in the district. This program is highly valued by transitioning parents. The Parents and Citizens' Association (P&C) plays a visible and active role in the support of school activities and programs.



2.2 Key improvement strategies

Maintain the narrow focus of the current EIA including a process to monitor and evaluate the effectiveness of school initiatives and programs in improving learning outcomes for all students.

Develop and communicate roles, responsibilities, accountabilities, including timelines for the leadership team and other school teams in driving the EIA.

Collaboratively review and expand the whole-school curriculum and assessment plan to include the school's reading, writing, spelling and numeracy expectations aligned to the AC.

Strengthen the understanding and application for teachers of expected practices from the school's pedagogical framework.

Further develop and build on the consistency and alignment of the implementation of the PBL model to define and enhance a culture of high expectations.