

Gin Gin 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 **Gin Gin State High School** from **22 to 24 August 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

Barry Courtney	Internal reviewer, SIU (review chair)
Joy Craig	Peer reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	High School Road, Gin Gin
Education region:	North Coast Region
Year opened:	1974
Year levels:	Year 7 to Year 12
Enrolment:	462
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	932
Year principal appointed:	2016
Full-time equivalent staff:	39.8
Significant partner schools:	Gin Gin State School, Booyal Central State School, McIlwraith State School, Wallaville State School, Maroondan State School, Bullyard State School, Mount Perry State School
Significant community partnerships:	Bendigo Bank, Supa IGA (Independent Grocers of Australia) Gin Gin, EPIC Assist, Bundaberg Regional Council, Bundaberg Technical and Further Education (TAFE), Mount Rawdon Gold Mine, Gin Gin Show Society, local farming community
Significant school programs:	Genius Hour reading and numeracy program, Gin Gin Alternate Pathway Program (GGAPP), Alpaca program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), four Heads of Department (HOD), master teacher, guidance officer, 15 teachers, teacher librarian, two school captains, eight senior leaders, 34 students, IT technician, facilities officer, cleaner, three tuckshop staff members, three administration officers, four teacher aides, chaplain, Parents and Citizens' Association (P&C) president, Indigenous Elder, and 14 parents.

Community and business groups:

- Alpaca farmer and president of Gin Gin Show Society.

Partner schools and other educational providers:

- Principal of Gin Gin State School and principal of Bullyard State School.

Government and departmental representatives:

- Councillor for Division 3 Bundaberg Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Student Diary
Headline Indicators 2016 release	Assessment Policy
One Note	School Budget Overview Report
Professional Learning Plan 2017	Whole of School Curriculum Plan
Explicit Improvement Agenda	Induction materials
School Pedagogical Framework	School Data Profile (Semester 1, 2017)
School Data Plan	School newsletter, website and Facebook
Responsible Behaviour Plan	School Opinion Survey 2016
Administration Roles and Responsibilities 2017	Gin Gin Cluster of Schools Writing Framework



2. Executive summary

2.1 Key findings

Strong community support for the school is apparent and there is obvious pride in student achievements, past and present.

The school has many longstanding partnerships with the local community. Parents and community partners hold the school and its leadership team in high esteem. Partnerships that directly facilitate curriculum learning outcomes are related to agriculture, construction, engineering and manufacturing.

All students and staff members have an obvious sense of belonging and all parents are welcomed.

Staff members, students and parents speak highly of the school. From the 2016 School Opinion Survey (SOS), 95.7 per cent of parents and 95.8 per cent of staff agree with the statement 'This is a good school', and 90.4 per cent of students agree with the statement 'I am getting a good education at my school'. Parents comment that they are listened to, their input is valued, and that feedback is acknowledged and responded to promptly.

The school maintains strong achievement in Year 12 outcomes.

There are deliberate strategies established to track and support each student to success throughout Year 11 and Year 12. Many students transition from Gin Gin Alternate Pathway Program (GGAPP) into a Vocational Education and Training (VET) learning pathway for Year 11 and Year 12, or into a trade-based work pathway. Year 12 outcomes transitions data indicates that in 2015 and 2016, the percentage of students completing a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) is 100.0 per cent and 95.1 per cent respectively. In 2016, 90.9 per cent of Overall Position (OP) students achieved an OP between 1 and 15.

The school has recently developed a clearly documented and coherent whole-school curriculum plan.

The plan outlines clearly the scope and sequence of curriculum delivery from Year 7 to Year 12. The curriculum plan includes subject yearly overviews and unit of work descriptors. The curriculum plan is aligned with the Australian Curriculum (AC) or other approved curriculum. The incorporation into unit planning of key priorities including literacy and numeracy, cross-curricular priorities and the general capabilities is not systemised across the school.

School leaders expect all teachers to be committed to continuous improvement of teaching practice and to focus on developing knowledge and skills to improve student learning outcomes.

Many teachers express a need to receive comprehensive feedback and guidance in regards to their teaching pedagogy. Informal mentoring occurs for some teachers who are new to the school. The school has yet to establish an agreed mentoring and peer coaching program to provide guidance and feedback regarding quality teaching and learning.



The school leadership team has responsibility to set up structures and processes to support professional learning.

The school has an annual Professional Learning Plan that provides information on whole-school priorities, subject specific learning, pedagogy and mandatory training. Some school leaders report a desire to improve the quality and precision of their impact on improving teacher practice.

The school leadership team actively promotes a range of evidence-based teaching strategies and many of these are listed within the pedagogical framework.

Teachers are able to articulate how some of these strategies have been useful in informing their classroom pedagogy and assessment practices. The extent to which the pedagogical framework provides a cohesive and consistent approach to teaching and learning practice across the school is not yet clear. A number of teachers report that they are aware of the framework and make limited reference to it when constructing their teaching and learning programs.

The school is a member of the Gin Gin Cluster of Schools including, Bullyard State School, Maroondan State School, Mcllwraith State School, Wallaville State School, Mount Perry State School and Gin Gin State School.

Partnerships exist with local cluster primary schools with a Year 6 to Year 7 transition program and a targeted student with disability transition program. The cluster has completed a writing framework that is yet to be implemented. A cluster reading framework is in development. It is not yet apparent how these will be utilised to support the Explicit Improvement Agenda (EIA).

The leadership team has established and is leading a clear, focused EIA for 2017.

The focus is improving reading and numeracy in Year 8. The EIA priorities are clearly stated in the Annual Implementation Plan (AIP) 2017. All staff members express a general understanding of these priorities. The school has implemented a whole of school reading framework, Read in 3, to support the explicit teaching of reading across the school. A specific reading and numeracy program for Year 7 through to Year 9, *Genius Hour*, has been implemented this year to support the EIA. The reading program in Year 8 is based on the *STAR Reading* program. There is some variance in the understanding of this program and its quality of delivery.

Exploring further opportunities to extend student learning for Upper Two Bands (U2B) and high achieving students is emerging as an area for future development.

Individual teachers articulate a range of ways they differentiate for student learning in their classrooms. Strategies include timely and individual feedback, scaffolding of tasks, assessment adjustments, unpacking of marking criteria sheets and consideration of social groupings to facilitate peer learning. Coding and robotics are emerging across the school as the digital and design technologies curriculum is implemented.



School leaders and staff members are united in their commitment to improve learning outcomes for all students in the school.

The school has a range of teaching expertise from new graduates to experienced staff members, including a number of highly skilled teachers who are experts in their subject areas and have high levels of confidence in teaching in their disciplines. Teachers report a willingness to collaborate with colleagues in regards to planning, teaching and assessment practices.



2.2 Key improvement strategies

Embed the whole-school curriculum plan by developing consistent unit planning and assessment practices that identify the key priorities of literacy and numeracy, cross-curriculum priorities and general capabilities.

Quality assure the EIA through strategic review of the Read in 3 framework, *Genius Hour* and *STAR Reading* program.

Prioritise professional learning to develop the collective efficacy and capacity of the school leadership team.

Provide opportunities for all teachers to be involved in regular timetabled peer coaching and mentoring processes within and beyond the school.

Collaboratively develop a strategic plan across the Gin Gin Cluster of Schools to drive collective school improvement.

Quality assure the implementation of the pedagogical framework to ensure agreed practices are implemented with rigour and consistency in all classrooms.