

Jondaryan 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 **Jondaryan State School** from **28 to 29 October 2020**.

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

Sandra Perrett

Internal reviewer, EIB (review chair)

Vicki Rogers

Peer reviewer



1.2 School context

Location:	Scott Road, Jondaryan	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	41	
Indigenous enrolment percentage:	7.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	7.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954	
Year principal appointed:	2015	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), four teachers, Business Manager (BM), three teacher aides, cleaner, 30 students and nine parents.

Community and business groups:

- General manager of the Jondaryan Woolshed and the vice-president and secretary of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal of Oakey State High School and staff member of Childcare and Kindergarten (C&K) Oakey Community Kindergarten.

Government and departmental representatives:

- State Member for Condamine and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	Flowchart for providing support services
School pedagogical framework	Professional development plans
Reading framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Writing framework	Higher order thinking framework
School based curriculum, assessment and reporting framework	Standardised and diagnostic assessment schedule



2. Executive summary

2.1 Key findings

The school supports and encourages all staff members to continue to build their skills and knowledge.

The principal articulates the importance of maintaining a capable, engaged and motivated teaching team. The teaching team, including the principal, teachers and teacher aides, work well together and value each other's strengths. Staff morale is high throughout the school and teachers and teacher aides are valued, and their 'voice' is recognised as important.

The school has clear expectations regarding the use of pedagogy, including the provision of feedback to students.

Students are provided with timely feedback by their teachers and are able to articulate their learning goals to improve learning. A formal process of peer-to-peer feedback between students is apparent, fostering independent and assessment-literate learners. Students speak positively regarding the feedback processes and the opportunity to provide feedback to their peers. They discuss the benefit of the feedback provided by their teachers and how they utilise it to improve their work.

The principal and staff members are united and committed to improving the learning outcomes of all students in the school.

The principal has developed and is driving an Explicit Improvement Agenda (EIA) focused on the teaching of writing. Staff members are actively implementing actions associated with the EIA. The school has had writing as their EIA for the past four years. When discussing the EIA, the principal articulates that the EIA needs to stay focused on writing. The annual planning documents are yet to clearly articulate a goal, with observable behaviours, mid-point checks and a graduated series of actions that lead to the achievement of the goal.

The teaching team works collaboratively to build their skills and knowledge to support all students in the school.

All classroom teachers, including the principal, began their teaching career at the school. The school, particularly the principal, engages with the Oakey Gore Cluster to continue to build on and challenge understandings and beliefs regarding teaching. The school is yet to regularly engage with regional personnel, including the Principal Advisor – Teaching and Learning (PATAL) to build a deep understanding of the alignment between the Australian Curriculum (AC) and Curriculum into the Classroom (C2C), and to develop and quality assure the three levels of planning.



The school has developed a suite of documents to support the teaching of the AC.

Teachers are responsible for developing their units of work for the learning areas they teach. Most teachers reference the process of examining the rubric and backward mapping from the task to ensure all concepts are taught. Teachers are yet to articulate in their unit planning, opportunities for monitoring student learning, opportunities for moderation at multiple junctures, and strategies to differentiate teaching and learning in the units of work, particularly for high achieving students. The principal articulates the importance of enhancing the teaching and learning for high achieving students.

The principal and staff members articulate the belief that parents are an integral part of the school.

A documented Parent and Community Engagement (PaCE) framework highlights the school's commitment to engaging with parents and community members to maximise student learning outcomes. Parents are keen to work as partners in their child's learning and articulate that they would like to be further involved, working in and with the school. The principal identifies the need to review and enhance processes to engage the community, particularly parents and families, in the school.

The school places a high priority on student and staff wellbeing and on building connections between staff members and students.

The school has established and is implementing a technique for collecting and monitoring student wellbeing data. As part of ClassDojo, students are encouraged to articulate how they are feeling each day, identifying if they are 'feeling great', 'feeling ok' or 'feeling unhappy'. Teachers monitor this data to identify if additional support is required for a student. Teachers make contact with families in response to this data, if and when required.

Staff members and students express appreciation of the positive and supportive environment.

The school utilises a range of techniques to encourage students and celebrate their successes. The values of *'Be Safe, Be Responsible, Be Respectful and Be Kind'* are used to reinforce high expectations and promote appropriate behaviour. Students and staff members articulate that there are relatively few behavioural incidences. A reported strength of the school is 'the power of peers' in maintaining the current learning environment, behaviour and culture of the school.

Students, parents and community members speak positively regarding the school and its welcoming culture.

It is a school in which generations of family connections exist. The school has an active and supportive Parents and Citizens' Association (P&C). They work to supplement funds for school projects, camps, excursions and a recent donation of \$10 000 for the current playground upgrade. The P&C's main focus is on partnering with the school to support the education of the students attending the school.



2.2 Key improvement strategies

Develop annual strategic planning processes that provide a systematic and focused series of actions to achieve clearly stated goals, behaviours and student achievement targets.

Facilitate opportunities for all staff members to identify and work with expert others, outside of the school, including regional personnel, to build their capability to plan, teach and assess the AC.

Further develop teachers' ability to plan, teach and assess AC units of work, differentiating for all students including high achieving students, and adjusting units to be more locally relevant.

Collaboratively develop a plan to engage parents and families in the school, enhancing the positive school climate and value-adding to teaching, learning, facilities and strategic planning.