



School Improvement Unit Report

Jondaryan State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Jondaryan State School from 19 to 20 April 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Scott Rd, Jondaryan
Education region:	Darling Downs South West region
The school opened in:	1872
Year levels:	Prep to Year 6
Current school enrolment:	46
Indigenous enrolments:	22 per cent
Students with disability enrolments:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	916
Year principal appointed:	2015 (acting)
Number of teachers:	2.67 (full-time equivalent)
Nearby schools:	Oakey State School, Oakey State High School Bowenville State School.
Significant community partnerships:	Acland Coal Mine, Creche and Kindergarten (C&K) Oakey
Unique school programs:	Targeted small group mathematics, Impact Numeracy Booster program, Streamed reading group program



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two teachers
 - Three teacher aides
 - Support Teacher Literacy and Numeracy (STLaN)
 - 20 students
 - Two Parents and Citizens' Association (P&C) members
 - Seven parents
 - Administration officer
 - Deputy principal of Oakey State High School
 - Community member

1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Jan Barton	Peer reviewer



2. Executive summary

2.1 Key findings

- There is an commitment by all staff members to improving learning outcomes and wellbeing for all students.

A high priority is given to maintaining positive and caring relationships between students, staff members and parents. Interactions between staff, students and families are caring, polite, respectful and inclusive.

- Staff members prioritise the individual learning needs of students.

Teaching staff demonstrate an understanding of current student achievement and use a range of intervention strategies, such as individual, small group and whole class to help differentiate to the needs of the students.

- There is a documented whole-school curriculum plan.

A reading program is conducted across the school. There is scope for the development of subject-based frameworks. A whole-school approach to the teaching of higher order thinking skills is yet to be developed.

- The principal establishes and communicates clear expectations regarding the use of effective teaching strategies throughout the school.

Observation and feedback processes exist within the school to monitor the implementation of the key school's improvement agenda. Staff members recognise the need for informal and formal processes for observation, feedback and coaching to be embedded into practice as the next stage in building staff capacity.

- The principal and staff members are committed to improved learning outcomes for all students.

The school has established a clear focus on numeracy. A process of setting and monitoring individual student goals is developed across the school. There is some alignment of student goals to the school's improvement agenda.

- The school displays a culture of strong collegial support.

Support staff members are seen as an integral part to student learning. All staff members fulfil a range of roles and associated responsibilities to support school operations.

- The principal views reliable student data as essential to the improvement of learning within the school.



Staff members express a view that collection, review and analysis of reliable and timely student data is a valuable part of their work towards improving student outcomes. The levels of data literacy among staff is developing.

- The principal and staff members have established strong connections with the Parents and Citizens' Association (P&C) and families of the school and local community.

The school is highly regarded by the staff members, students, parents and the local community.



2.2 Key improvement strategies

- Develop frameworks in priority subject areas to ensure consistency of teaching and learning across the school.
- Build a coaching and feedback culture within the school to align to the school's improvement agenda.
- Collaboratively develop and implement a consistent strategy to monitor targets and ensure programs are systematically evaluated.
- Investigate a whole-school higher order thinking skills framework.
- Build the data literacy skills to interpret, analyse and utilise class data to reflect on the effectiveness of teaching practice.