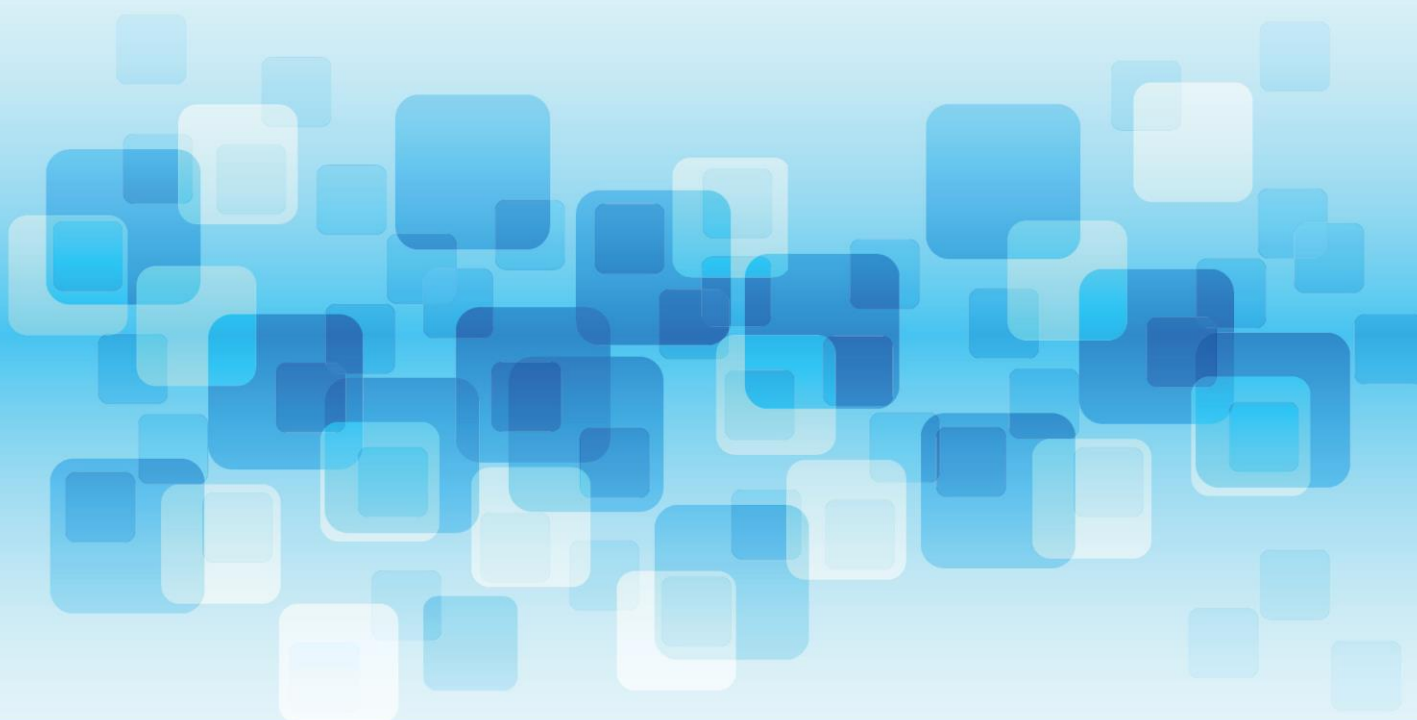




# School Improvement Unit Report

## Geebung Special School Executive Summary





## 1. Introduction

### 1.1 Background

This report is a product of a review carried out at Geebung Special School from 14 to 16 September 2015. 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

<b>Location:</b>	Beau Vista Street, Geebung
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1980
<b>Year levels:</b>	Prep to Year 6 and Early Childhood Developmental Program (ECDP)
<b>Current school enrolment:</b>	92 and 43 part-time ECDP
<b>Indigenous enrolments:</b>	6.5 per cent
<b>Students with disability enrolments:</b>	n/a
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	22 and 2.4 full-time equivalent EDCP
<b>Nearby schools:</b>	Geebung State School, Aspley Special School
<b>Significant community partnerships:</b>	Geebung Returned and Services League, Help Industries, Coles Distribution Centre
<b>Unique school programs:</b>	Stephanie Alexander Kitchen Garden Program



### 1.3 Review methodology

The review was conducted by a team of three 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 three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and Deputy Principal
  - Head of Curriculum (HOC)
  - 20 teachers
  - Six teacher aides
  - Business Services Manager (BSM)
  - Physiotherapist and Speech Language Therapist
  - 10 students
  - Leadership team of Aspley Special School
  - Parents and Citizens Association (P&C) president and five parents

### 1.4 Review team

Ray Hack	Internal Reviewer, SIU (review chair)
Bob Wilson	External Reviewer
Wayne Wilkinson	Peer Reviewer



## 2. Executive summary

### 2.1 Key findings

- The current improvement agenda contains a large number of significant and complex evidence-based school priorities.

The leadership team are clear about identifying and promoting evidence-based priorities throughout the school community. These priorities include the use of Four Blocks, Positive Behaviour Support (PBS), Yumi Deadly Maths (YDM), Marzano's *Art and Science of Teaching* (ASoT) and Zones for Learning.

- The school is delivering the Australian Curriculum for all students.

There is a range of teacher and parent satisfaction with the implementation of the Australian Curriculum. Many staff and parents are concerned students are missing opportunities for other important learnings while some teachers are positive about the opportunity for students to have access to the Australian Curriculum.

- School staff are very committed to the school and all students.

Staff are positive about many aspects of the school. They are committed to improving student welfare and the learning of their students. Staff commented they loved their school and enjoyed working with each other and the students.

- The school is consistently collecting a range of assessment data about student progress in literacy.

The suite of assessment data is scheduled and collected each semester. This includes the Communication Matrix, Concepts of Print, Blanks Level of Questioning and Magic 100 Sight words. This information is used to identify the starting points for learning for each student.

- The school has a large number of students with complex health and learning needs.

The school caters for students from birth to Year 6 through the Early Childhood Developmental Program (ECDP) and the school program. Many students have very significant and complex health needs which require specialist support during the school day from highly trained staff.



## 2.2 Key improvement strategies

- Engage with staff and community to identify curriculum and other school priorities and ensure changes and initiatives are understood, prioritised, and responsive to the needs, values and beliefs of all members of the school community.
- Ensure that the clearly articulated whole-school improvement agenda is achievable and accompanied by targets, timelines, appropriate resourcing and professional development for all staff.
- Develop teacher skills in data literacy so that all teachers can administer assessment items, record findings and analyse student results to adjust their curriculum, teaching and learning strategies.
- Develop an agreed process for the way school leaders consult with, support and provide feedback to teachers in their classrooms to promote improved pedagogical practices and learning outcomes.
- Review the school-wide approach to providing curriculum aligned with the mandated Australian Curriculum and needs of individual students.