Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia’s cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.
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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 Jindalee State School from 22 to 24 October 2019.

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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Robert Van den Heuvel Internal reviewer, SIU (review chair)
Matthew Denzin Peer reviewer
Jo Diessel External reviewer
### 1.2 School context

| Location: | Burrendah Road, Jindalee |
| Education region: | Metropolitan Region |
| Year opened: | 1966 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 789 |
| Indigenous enrolment percentage: | 1.5 per cent |
| Students with disability enrolment percentage: | 6.5 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1113 |
| Year principal appointed: | July 2019 |
| Day 8 staffing teacher full-time equivalent (FTE): | 41.5 |
| Significant partner schools: | Centenary State High School, Jamboree Heights State School, Middle Park State School |

#### Significant community partnerships:

- Centenary Learning Alliance of State Schools (CLASS) – Centenary State High School, Jamboree Heights State School, Middle Park State School, Darra State School, Mt Ommaney Special School, Jindalee State School; University of Queensland (UQ) – Maths Inquiry; Sherwood State School – cluster moderation; JAGS – Jindalee AFL; Westpoint Autos; Local councillor; State and Federal members; local kindergartens; Jindalee Outside School Hours Care (OSHC); Rotary Club; local Returned and Services League of Australia (RSL) branch; local aged care; Adopt-a-Cop; Autism Queensland; Child and Youth Mental Health Service (CYMHS); Education Queensland International (EOI)

#### Significant school programs:

- Minecraft Club; Robotics; Coding Club; Regional Minecraft Competition; Chess Club and regional competitions; Tournament of Minds (TOM) – National level in 2018; Regional Maths Teams Challenge; Science program – Year 5 and Year 6 with Centenary State High School; Instrumental Music – junior and senior bands and strings; Junior and senior choirs; Marimba band; Tech Crew; MiniLit; MacqLit; Mathematics Extension groups; Support-A-Reader; Support-A-Talker; Oral Language speech programs; Ready Reader program; Bring Your Own Device (BYOD) program; interschool sport; sport representation at regional, state and national level; Transition programs for Prep, high school and Special Education Program (SEP); school leadership programs; yLead; mindfulness; staff wellbeing programs – yoga, drumming and mindfulness; International Study Tours
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), chaplain, Business Manager (BM), 25 classroom teachers, eLearning digital pedagogy coach, Support Teacher Literacy and Numeracy (STLaN), two SEP teachers, 21 teacher aides, four administration officers, 41 parents and 88 students.

Community and business groups:

- Parents and Citizens’ Association (P&C) secretary, treasurer and operations manager, and Adopt-a-Cop.

Partner schools and other educational providers:

- Principal of Centenary State High School and representative of Goodstart Early Learning Centre Jindalee.

Government and departmental representatives:

- State Member for Mount Ommaney, Personal Assistant to Councillor of Jamboree Ward Brisbane City Council and ARD.

1.4 Supporting documentary evidence

- Annual Implementation Plan 2019
- Explicit Improvement Agenda 2019
- Investing for Success 2019
- Strategic Plan 2016-2019
- OneSchool
- School budget overview
- Professional learning plan 2019
- Curriculum planning documents
- School improvement targets
- School differentiation plan or flowchart
- School pedagogical framework
- Professional development plans
- School data plan
- School newsletters and website
- School Opinion Survey
- Responsible Behaviour Plan for Students
- School based curriculum, assessment and reporting framework
- School Data Profile (Semester 1 2019)
- Report card and NAPLAN update Semester 1 2019
- Headline Indicators (April 2019 release)
2. Executive summary

2.1 Key findings

Parents highly value the important role the school plays within its community.

Since its establishment in 1966, the school has been helping to shape local educational programs and services in the western Centenary area of Brisbane. Staff members embrace a mission of ‘Creating a clever future today’. Parents speak positively of the efforts made by school leaders and staff members. Teachers have a shared commitment to the improvement of teaching and learning and engage strongly with the school priorities. A strong collegial culture of trust and support is apparent amongst staff members.

The school tone is highly supportive and caring with a strong sense of community.

Staff members, students and parents express a sense of pride and belonging in their school. School staff members focus on developing positive and caring relationships across the school community. These supportive relationships are highly valued and contribute to developing an inclusive culture. Parents and students appreciate the extensive range of extracurricular activities provided across the school.

School leaders express a commitment to effectively implementing a locally responsive curriculum.

The school is embedding a detailed whole-school curriculum plan and quality curriculum overviews. Curriculum leaders and teachers demonstrate deep knowledge of key elements of the Australian Curriculum (AC) and ensure these are explicitly linked to school-based planning. Teachers speak positively of the support provided to develop localised units and express keen interest in further developing these contextualised units.

The school’s strategic plan embraces the aspiration for a culture of high expectations.

Staff members are committed to supporting every student to achieve to their potential, whereby they are challenged and their strengths are recognised and catered for. Staff and community members express keen interest to build upon current successes by deepening the common understanding of high expectations to further nurture students’ talents and academic excellence aligned to local beliefs and values.

Teachers are committed to deepening their understanding of the AC.

The whole-school plan documents curriculum delivery from Prep to Year 6. This plan addresses the AC and local needs through a blend of school-based units and adapted Curriculum into the Classroom (C2C) units. Staff members report that considerable work has been undertaken to define overviews and units of work, locally known as the ‘WHAT’ of teaching and learning. Teachers express appreciation for being able to work as year level teams and would value further time to collaboratively unpack the cognitive demands of assessment, differentiation needs and possible pedagogical practices for units to be taught.
The school leadership team recognises that highly effective teaching is the key to improving student learning.

Staff members are united and committed to continuous improvement of teaching practices. The school is using a pedagogical framework that draws upon a broad range of targeted pedagogical approaches. Some staff members describe implementing additional pedagogical approaches to enrich the agreed signature practices. Teachers who are using philosophy in their classrooms and the guided mathematics inquiry linked to a long-standing partnership through the University of Queensland (UQ) highly value the professional work undertaken. Staff members express keen interest to reflect upon future pedagogical directions.

The school is committed to building a highly effective team of staff members to improve outcomes for all students.

Staff members are committed to embedding a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching. Teachers and teacher aides speak highly of focused support for their capability development, and value more opportunities to receive feedback to build their classroom repertoires. Staff members identify a willingness and a desire to engage in further coaching opportunities to refine and enhance their teaching practices aligned with the agreed school pedagogies.

Classrooms and outdoor spaces present as organised and engaging learning environments.

The school rules of ‘Be Safe, Be respectful and Be a Learner’ are well communicated across the school with students valuing the school mascot known as JESSE (Jindalee Eagle Supports Students Every day). JESSE highlights the belief of supporting students. Staff members report that the emerging Positive Behaviour for Learning (PBL) framework is providing a clear and proactive approach to supporting school-wide expectations. Key staff members articulate that the implementation of PBL across the school will further embed a supportive and positive learning environment for students.

The school effectively utilises its physical environment and available facilities to maximise student learning.

There are indoor and outdoor learning areas, playgrounds, a library, sporting oval and undercover spaces. The school grounds are well maintained and cared for. Students, staff members and parents display a sense of pride in the school grounds and facilities, with great care taken by the facilities officer and ancillary staff members in ensuring that all areas are well prepared and ready for teaching and learning each day. Students appreciate the recent facility refurbishments being undertaken to support their learning.

The school maintains quality partnerships that enhance student learning and wellbeing.

The school works effectively with parents, other schools and early childhood centres, universities, local business and community organisations to meet the needs of students and families. An example of a long-standing partnership is the Adopt-a-Cop who is highly
involved within the school community. This is benefiting the student leadership program and a range of other school initiatives. Staff members and partners highly value these reciprocal arrangements.
2.2 Key improvement strategies

Collaboratively define and articulate common understandings underpinning high standards and high expectations for all students.

Further embed scheduled time to enable year level teaching teams to share expertise, provide consistency in the delivery of curriculum and assessment, and develop differentiation strategies to ensure the intended curriculum is enacted with fidelity.

Further clarify the agreed school-wide pedagogies to be used in all classrooms.

Further develop agreed processes that embed staff members’ sharing of practice including opportunities for staff members to engage in observations, peer sharing, feedback and coaching.

Maintain the coordinated approach for PBL including embedding targeted teaching of behaviours and capability building of staff members to meet the needs of all students.