

School profile
Garbutt State School was officially opened in 1932 and the school motto is “We Aim High”. Garbutt State School has strong social justice values and has dedicated teachers and support staff who help every student to be successful. Students who currently attend Garbutt State School come from diverse cultural and socio-economic backgrounds. Inclusion, of all our student’s cultural backgrounds within our school community, is a very important at our school. Students at Garbutt State School are taught the Australian Curriculum. Children’s learning abilities and home languages are catered for by lesson and task differentiation, ensuring all students achieve success to intervention. First Nations perspectives are embedded within all areas of the curriculum.

Vision and values
At GSS our vision is for every student to learn and experience success in a culturally rich & nurturing educational environment.
Every student is successfully included and engaged in learning.
Every student feels safe and respected.
Every student achieves their potential.



School review key improvement strategies

- Domain 5: An expert teaching team: Systematically enact all aspects of the collegial engagement framework to support teachers’ reflection on, and further development of, their professional practice.
- Domain 8: Effective pedagogical practices: Prioritise building teachers’ understanding of the whole-school approach to pedagogy to support confident and consistent use of agreed approaches, practices and high-impact strategies that engage all students.
- Domain 1: An explicit improvement agenda: Scale up the use of marker students across the school, including associated tracking and monitoring processes, to enable staff to identify and implement strategies that lift students’ academic achievement.
- Domain 3: A culture that promotes learning: Prioritise the focus on high expectations, aligned to a growth mindset and re-branding of the school, to support student engagement and maximise student attendance. Develop a framework aligning all elements of current approaches to student wellbeing to provide clarity for staff and maximise impact for students.

School priorities

- Drive an explicit improvement agenda to impact student outcomes through high impact effective pedagogical practices.
- Continue to build a culture that promotes learning by focusing on high expectations, aligned to a growth mindset that supports staff and students to improve outcomes, maximising engagement and attendance.
- Broaden and strengthen community, parental and transition partnerships to foster and expand genuine connection and engagement with the school.
- Refine the data plan to enable teachers to regularly analyse relevant data sets to inform teaching and learning and impact student outcomes.

School priority 1:
Drive an explicit improvement agenda to impact student outcomes through high impact effective pedagogical practices.

Strategies
Employ high-impact strategies in all classrooms.
Collaboratively develop a systematic approach to observation and feedback to support high quality pedagogy in all classrooms.
Unpack, implement, and consolidate use of pedagogical approaches using the gradual release of responsibility coaching model to ensure confident and consistent use across whole school.
Unpack, implement and embed the Reading Position Statement utilising the reading modules and coaching model.
Implement a whole school approach to quality teaching of reading.

Measurable outcomes
80% of students achieving a C or above in English
100% staff actively involved in observation and feedback process.
Updated GSS Reading Plan
Moderation cycle evident in term planning and staff timetables
Updated CARP to reflect V9

Success criteria
Behaviourally:
Students can/will: Achieve at year level expectations for reading.
Teachers can/will consistently employ high impact pedagogy in classrooms.
Leadership team can/will: Establish line of sight monitoring to ensure intended practice is the enacted practice.

Resourcing
Fortnightly 1:1 coaching meetings
Professional Development – reading and data literacy
Planning days with HOD-C
Staff meetings

School priority 2:
Continue to build a culture that promotes learning by focusing on high expectations, aligned to a growth mindset that supports staff and students to improve outcomes, maximising engagement and attendance.

Strategies
Develop a Student Wellbeing framework aligning behaviour, attendance and engagement strategies.
Review, refine and enact the GSS Whole Staff Collegial Engagement Framework.
Prioritise the focus on high expectations aligned to a growth mindset to support student engagement and maximise student attendance.
Align current approaches to student wellbeing to provide clarity for staff and maximise impact for students.

Measurable outcomes
Student Wellbeing Framework embedded into all areas of the school and is consistently applied.
100% staff involved in all aspects of the Collegial framework
100% of Teacher Aide time used to maximise student learning
100% of approaches to Wellbeing are evident in teaching and learning

Success criteria
Behaviourally:
Students can/will: Increase students attending > 83% of the time to 70%
Teachers can/will: Collegial Framework embedded into staff professional practice and reflections.
Leadership team can/will: Uphold line of sight monitoring and feedback loops

Resourcing
Staff release time to enact Collegial Engagement Framework
Staff meetings
SFD scheduled PD
Fortnightly 1:1 coaching meetings

School priority 3:
Broaden and strengthen community, parental and transition partnerships to foster and expand genuine connection and engagement with the school.

Strategies
Continue to build on re-branding of the school.
Build stronger transition programs with early years providers.
Utilise Community Liaison Officer to link into community and government agencies to support students.
Identify and build an active Police Officer liaison / Adop-a-Cop relationship.
Continue to build partnerships to monitor and improve attendance for all students.
Develop and implement a process to ensure the resources from external agencies are maximised to support the needs of identified students.
Develop ties with families to promote NAIDOC celebrations.
Provide opportunities for staff to develop knowledge of culturally appropriate teaching and learning strategies by engaging local Aboriginal and Torres Strait Islander community groups.
Develop stronger ties with feeder secondary school to actively promote transition through targeted programs to meet student needs.
Strong communication through school website, school facebook page and local media articles to maintain engagement.

Measurable outcomes
Strengthened early years transition program to ensure a strong start.
School Opinion Survey
Active partnership with secondary schools.

Success criteria
Behaviourally:
Students can/will: Increase students attending > 83% of the time to 70%
Teachers can/will: Maintain communication with students and families.
Leadership team can/will: Develop and maintain external partnerships.

Resourcing
School Community Participation Facilitator
Resourcing for community engagement

School priority 4:
Refine the data plan to enable teachers to regularly analyse relevant data sets to inform teaching and learning.

Strategies
Collaboratively review the data plan to ensure only quality data is collected to ensure a sharp and narrow focus on student learning.
Build shared ownership of whole school improvement targets and sharpen staff data literacy.
Scale up the use of marker students across the school, including associated tracking and monitoring processes, to enable staff to identify and implement strategies that lift students’ academic achievement.
Consolidate and formalise the GSS Moderation process to build a shared understanding of achievement standards.

Measurable outcomes
Market students will show noticeable growth in learning outcomes.
100% staff actively involved in using marker students to improve practice and outcomes.
Updated GSS Data Plan

Success criteria
Behaviourally:
Students can/will: Identify and discuss their next steps for learning.
Teachers can/will: Professionally discuss data and marker students.
Leadership team can/will: Discuss data openly with staff and hold collaborative professional discussions around data.

Resourcing
Release time to hold professional dialogue around marker students.
Staff meetings
Teacher Aide support to maximise student learning.

Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027	Phases	2024	2025	2026	2027
Developing	✓																		
Implementing		✓	✓		Implementing		✓	✓		Implementing		✓	✓		Implementing		✓	✓	
Embedding				✓															
Reviewing					Reviewing					Reviewing					Reviewing				

Approvals
This plan was developed in consultation with the school community and meets school needs and systemic requirements.

Principal _____ **P&C/School Council** _____ **School Supervisor** _____

