

Glenella 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 **Glenella State School** from **18 to 20 August 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

Lesley Vogan	Internal reviewer, EIB (review chair)
Rowena Price	Peer reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Hill End Road, Glenella	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	228	
Indigenous enrolment percentage:	10.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	20.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	986	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), students with disability teacher, Business Manager (BM), guidance officer, Speech Language Pathologist (SLP), 12 teachers, six teacher aides, facilities officer, administration officer, 50 students and 26 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer, Mackay Regional Apprentice and Employment Limited representative, Mackay Regional Council Libraries First Five Forever Team member and Camp Australia Outside School Hours Care (OSHC) director and assistant.

Partner schools and other educational providers:

- North Mackay State High School principal, Mackay North State School principal, Rockhampton State High School principal, Principal Advisor Capability and Inquiry and Early Years Partnerships facilitator.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Curriculum planning documents	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Headline Indicators (May 2020 release)
School improvement targets	School differentiation plans
School pedagogical framework	Eventium Application
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
At Your Fingertips Integrated Planning Tool	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school is held in high regard within the community.

Parents and students express confidence in the staff members of the school and comment favourably regarding their dedication to their work. The principal fosters a culture of collegiality and professional collaboration amongst teaching staff by acknowledging and valuing their contributions and providing opportunities to have input into key decisions in relation to teaching and learning. Staff members are committed to supporting student learning and possess a range of experience, confidence and expertise in teaching fields. A dynamic learning environment is apparent, with members of the leadership team and teaching staff committed to continuous improvement.

The leadership team gives a high priority to building and maintaining positive and caring relationships between staff, students and parents.

The school promotes and maintains an environment that is reflective of its high expectations that all students will learn successfully. The school works effectively to create an attractive and stimulating physical environment that supports and encourages learning. The school culture is built around a core vision statement of *'Valuing the individual ensures quality learning'*. Students additionally identify with other intrinsic values that identify the school, including *'Small school, big family'* and *'Who can? We can!'*. The four B's of *'Be safe, Be responsible, Be respectful, Be a learner'* are well embedded in student attitudes and behaviour.

The principal is focused on building high performing teams to develop and drive the school improvement agenda.

Inquiry cycles, mind mapping and the development of Professional Learning Communities (PLC) are viewed as important elements of school strategic planning and improvement processes. What school team and meeting structures will look like and how they will build staff understanding and capability in emerging improvement agendas are identified as important considerations in the next strategic planning cycle.

Teaching practices across the school demonstrate the implementation of a range of evidence-based pedagogy in classrooms.

School leaders recognise that effective teaching is central to improving student learning. School pedagogical expectations reflect contemporary research in best teaching practice and are documented in the school handbook and pedagogical framework. All teachers express that they understand and use effective pedagogies within their classrooms to engage and challenge students in their learning. The extent to which teaching staff refer to the school pedagogical framework and handbook to determine these practices varies.



The school has dedicated considerable effort to building a coherent and sequenced plan for curriculum delivery based on the Australian Curriculum (AC).

Further refinement is being undertaken to strengthen the Quality Assurance (QA) process involved in enacting the school curriculum. The Head of Curriculum (HOC) has responsibility for designing and leading the current internal moderation process once each semester in English. This process has been recently redesigned into a three-phase moderation system in which teachers engage in pre-planning regarding assessment tasks, followed by a mid-term review before undertaking an internal calibration exercise. External moderation is under consideration by the leadership team so as to strengthen confidence in teacher judgements and improve alignment between achievement standards and summative assessment across a number of learning areas.

The school leadership team views school-wide analysis and discussion of data as a priority to support the full range of students.

Level of Achievement (LOA) data is used to inform targeted intervention strategies. Teaching staff are expected to compile student achievement data in English through the use of learning quadrants. These quadrants form the basis of data discussions with the principal in Week 5 of each term and the identification of a targeted high achieving student. The assessment schedule outlines further focused assessment to measure the impact of strategies used in this targeted intervention for high achieving and low achieving students. A formal process for discussions regarding the case management of these students is developing.

Members of the leadership team are highly visible in classrooms, facilitating learning in small groups in addition to modelling effective teaching and learning strategies.

School leaders acknowledge their desire to implement a growth coaching model and identify that this process is yet to be developed across the school. The emerging practice of internal cluster PLCs provides opportunities for teachers to work together to model, share and learn from each other's practices. Principal and HOC learning walks focus on school expectations including Sharratt's¹ '5 Questions for Students'. Some teachers express a desire for further formal feedback following these classroom visits.

The leadership team acknowledges that teachers have engaged positively in professional learning and understanding the enactment of a comprehensive and relevant curriculum.

The whole-school curriculum plan is well advanced and three levels of planning are apparent in all classrooms. Extensive work has been undertaken by school leaders in ensuring all teachers have access to a well-planned curriculum that is able to guide teaching and assessment practices at all year levels. Each term, all classroom teachers work with the HOC to collaboratively develop a detailed set of curriculum year level unit plans and

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin.



summative assessment tools. Teachers speak positively regarding their increased knowledge of the AC and how they have engaged in the collaborative design, development and refinement of their unit plans and assessment tasks.

Developing positive and caring relationships, encouraging a deep understanding of where students are at in their learning and monitoring achievement over time are central to the school's approach to differentiating the learning for all students.

There is an expectation that teachers will provide quality first learning opportunities for all students. The school handbook and pedagogical framework outline a range of research-based best practices to support teachers to motivate students and provide appropriate learning opportunities and required supports. All teachers describe strategies for targeted interventions for students at risk and high achieving students.



2.2 Key improvement strategies

Review and refine school team and meeting structures to build staff understanding and capability of practice in future and emerging improvement agendas.

Collaboratively review the school pedagogical framework to determine preferred school pedagogical practices and build teachers' understanding of school expectations regarding the implementation of these pedagogies within their classrooms.

Strengthen curriculum QA mechanisms through rigorous internal and external moderation processes for all year levels.

Refine data analysis and case management processes to be more purposeful to support a larger number and range of students across an academic year.

Collaboratively develop a differentiated coaching, observation, feedback and mentoring process that supports the development of all staff members.