



# School Improvement Unit Report

## Glenella State School Executive Summary





**Contents**

- 1. Introduction.....3
  - 1.1 Background.....3
  - 1.2 School context.....3
  - 1.3 Review methodology.....4
  - 1.4 Review team .....4
- 2. Executive summary .....5
  - 2.1 Key findings .....5
  - 2.2 Key improvement strategies .....7

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Glenella State School from 25 to 27 July 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

<b>Location:</b>	Hill End Road, Glenella
<b>Education region:</b>	Central Queensland Region
<b>The school opened in:</b>	1879
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	166
<b>Indigenous enrolments:</b>	9 per cent
<b>Students with disability enrolments:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1123
<b>Year principal appointed:</b>	2014
<b>Number of teachers:</b>	9.02 (full-time equivalent)
<b>Nearby schools:</b>	Northview State School, Mackay North State School, Mackay Central State School, Seaforth State School, Coningsby State School
<b>Significant community partnerships:</b>	Magpies Sports Club, Mackay North State High School
<b>Significant school programs:</b>	Nil



### 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, Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher and guidance officer
  - Seven classroom teachers and specialist teacher
  - Business Services Manager (BSM) and administration officer
  - Five teacher aides and cleaner
  - Chaplain
  - 18 parents and 30 students
  - Parents and Citizens' Association (P&C) president
  - Principal, Mackay North State School and principal, Northview State School
  - Director, Glenella Child Care & Education Centre

### 1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Angela Doyle	Peer reviewer, SIU
Graeme Hall	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The leadership team and staff members demonstrate a strong commitment to school improvement and to the success of every student.

A school-wide commitment to improve current student outcomes is established. The school has developed a narrow and sharp Explicit Improvement Agenda (EIA). The School's Improvement Agenda (SIA) focuses on three priorities: reading comprehension – character motivation, spelling, and numeracy – proportional reasoning.

- Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community.

All staff members encourage students to be courteous to one another and model the expected relationships in their dealings with other members of the school community. There is a strong culture of mutual trust and support amongst staff members. Parents are valued partners in the promotion of student learning and wellbeing.

- The school's whole-school curriculum plan is drawn directly from the Curriculum into the Classroom (C2C) resource overviews.

The plan is supported by explicit, sequenced, year level curriculum overviews that are developed by the school using the C2C resources and are shared with all staff. A whole-school quality assurance process to ensure vertical alignment of curriculum planning and the tracking of content descriptions in the Australian Curriculum (AC) within classrooms is yet to be fully established.

- A number of related and parallel processes are in place to support the professional growth, development and performance of staff members.

These include Annual Performance Development Plans (APDP) aligned with the school's EIA, informal classroom observation and feedback, and coaching and mentoring programs. These processes are highly valued by the staff. The processes and documentation for a holistic and coherent professional growth and development program is developing.

- Learning experiences are provided as extension for higher achieving students.

Teachers recognise that more support for higher achieving students needs to occur. Some students believe that they are not being challenged in their learning. There is an emerging approach to higher order thinking activities being used within classrooms.



- The school has a comprehensive sequenced curriculum plan.

The clarity of the alignment of the curriculum, assessment and reporting that links the school's comprehensive curriculum plan with assessment and reporting guidelines, and underpinning beliefs regarding teaching and learning, is emerging.

- The school staff comprises a school-wide, professional team of highly skilled teachers and teacher aides.

Staff members take an active leadership role beyond the classrooms. Procedures are developed to encourage shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.



## 2.2 Key improvement strategies

- Develop a quality assurance process to ensure vertical alignment of curriculum planning and the tracking of content descriptions in the AC within all classrooms.
- Embed a holistic professional growth and development program aligned to the Professional Development Plan (PDP), coaching, observation and feedback processes that supports the school's EIA and promotes consistent collegial learning.
- Develop a whole-school higher order thinking framework.
- Develop and embed a holistic curriculum, assessment and reporting framework with clear expectations linking the school's comprehensive curriculum plan with assessment and reporting guidelines.