Background:
Glenella SS has a long and proud history since its formation on 7 May 1879. The school is located approximately seven kilometres from the heart of Mackay in a growing inner suburb. Glenella SS caters for 187 students from Prep - Year 7 in a variety of multi-age and straight year level classrooms.

Commendations:
- The school leadership team is clearly committed to finding ways to improve on current student outcomes.
- The Principal and other school leaders view reliable, timely student data as essential to their effective leadership of the school.
- The school leaders encourage teachers to tailor their teaching to student needs and readiness. Planning shows how the different needs of students are addressed, and how multiple opportunities to learn are provided.
- Students have a strong sense of belonging and have respectful and caring relationships with their teachers. They enjoy their learning and see their teachers as friendly and helpful.

Affirmations:
- There is a focus on quality learning and on the creation of a culture in which all students are expected to learn successfully, in their own ways and at their own pace.
- Teachers are successfully implementing Curriculum to Classroom units.
- School leaders are committed to continuous improvement in teaching practices throughout the school and expect team leaders and teachers to identify ways of doing this.
- Parents believe that communication and feedback from teachers about their child’s progress has improved and that teachers are approachable to talk about parental concerns.

Recommendations:
- Focus on improving staff morale so relationships are professional and respectful between colleagues. In conjunction with Regional Office, implement support strategies to assist staff members who find it difficult to commit to the school’s improvement agenda.
- Concentrate on building a strong collegial culture where teachers have a shared commitment to give feedback to each other to improve teaching. This will be reflected in teachers regularly inviting leaders and colleagues to visit their classrooms and observe their teaching. The collegial feedback model being developed is a positive starting point and involves the leadership team having more presence in the classrooms.
- Continue to implement pedagogical practices expected for teaching and learning across the whole school. This will enhance the quality teaching already in place and support and bring more clarity to ‘the how’ of teaching and learning. Monitor the implementation of these practices by school leaders extending their involvement in teaching and learning practices in classrooms across the whole school.
- Model and empower teachers to build their data literacy skills to take responsibility for the changes required in their teaching practice. Encourage teachers to use data on a regular basis to monitor the effectiveness of their own practice and enhance the work commenced in differentiation, to identify appropriate starting points for teaching, and to personalise teaching and learning activities for students.
- Review procedures outlined in the Responsible Behaviour Plan, to ensure a consistent process is implemented throughout the school and in all classrooms.