

Glenella State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.







Acknowledgement of Country

We acknowledge the shared lands of the Yuwibara nation and the Yuwibara people of the Yuwi language region.

About the school

Education region	Central Queensland Region
Year levels	Prep to Year 6
Enrolment	226
Indigenous enrolments	13.2%
Students with disability	17.2%
Index of Community Socio-Educational Advantage (ICSEA) value	964

About the review

 3 reviewers from 28 to 29 August 2024	 38 interviews	 35 school staff
 37 students	 22 parents and carers	 3 community members

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 5: Building an expert teaching team

Implement a professional learning plan focused on evidence-informed approaches for the teaching of reading to deepen staff knowledge and support the enactment of a whole-school approach.

Prioritise opportunities for teachers and leaders to collaboratively discuss systemic policies and academic research on the teaching of reading to strengthen effective, evidence-informed teaching practices.

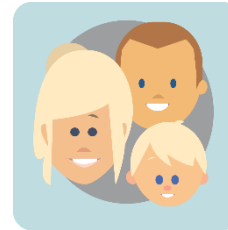
Domain 1: Driving an explicit improvement agenda

Broaden stakeholder involvement in developing and monitoring the Annual Implementation Plan to increase ownership of the improvement agenda.

Domain 6: Leading systematic curriculum delivery

Systematically enact processes for teachers and leaders to jointly discuss and refine curriculum plans and assessment guides to support staff capability in aligning curriculum, teaching, learning and assessment in all learning areas of the Australian Curriculum.

Key affirmations



Staff, parents and members of the community comment that the school is 'all about the kids and their families'.

Staff, parents and community members comment that students are the central focus of the actions and behaviours of all staff. Teachers remark they are invested in knowing students and their families. Staff, parents and community members describe mutual respect between students and all adults. Parents highlight the 'genuine connection between students and their teachers', and describe how teachers know and interact with students from all year levels. Students communicate that they know their teachers care for them, and express that they love coming to school because 'everyone can be part of something at Glenella'.



Parents and staff praise the highly inclusive environment.

Staff members and parents describe the school as an inclusive environment where students' needs are well known and catered for. Staff comment on the equitable use of human resources, including teacher aide time, to support students to access the curriculum and broader school life. Students and staff speak proudly of how diversity is welcomed and valued in the school. Students comment that, 'Everywhere in this school, you are respected'. Staff, students and parents convey a strong sense of belonging within the school community.



Staff highlight collaboration as a hallmark of leadership across the school.

Staff members describe their colleagues and the leadership team as collaborative, transparent and approachable. They comment positively on opportunities to contribute to the school's direction through teams and strong organisational and operational processes. A strong team culture is identified by staff, who comment that every voice is valued in contributing to the school improvement agenda. They attribute this to mutual respect among staff and strong leadership modelled by the principal.



Leaders and staff value the strong culture of collegiality.

Staff members speak of their fondness for their colleagues, commenting that they enjoy working with each other and value each other's diverse skill sets. They express a strong collective desire to achieve the best outcomes for their students. Teachers remark they are very much a 'close-knit, child-centred' staff. Staff comment positively on stability in staffing, and express a view that people are happy to stay at the school long-term because they enjoy the supportive and collaborative work environment.



Staff and community members describe a sense of community 'in all aspects of GSS'.

Staff convey that they know students and their families well. They express a sense of shared ownership of all students' learning and wellbeing. Parents also describe this overarching sentiment of shared ownership across the school. Staff members articulate that this commitment to students and their families is a significant contributor to the strong culture of the school.



Staff speak positively about the school's future and their work to improve student outcomes.

Staff members convey openness to new learning that can assist them in better supporting students to learn and grow. Many express eagerness to embrace change that will improve student outcomes. Staff speak of the future priority of implementing new strategies to teach reading across that school, commenting that they are 'up for this challenge' as they know that improving their skills will improve outcomes for students. They express confidence that the support of colleagues and school leaders will help them to realise success in this undertaking. Students comment they enjoy the lessons and learning approaches taken by their teachers.