Glenwood 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 Reviews and School Improvement through community consultation.

Acknowledgement of Country

We acknowledge the shared lands of the Gubbi Gubbi/Kabi Kabi nation and the Gubbi Gubbi/Kabi Kabi people of the Gubbi Gubbi/Kabi Kabi language region.

About the school

Education region	North Coast Region
Year levels	Prep to Year 6
Enrolment	84
Aboriginal students and Torres Strait Islander students	7.4%
Students with disability	28.4%
Index of Community Socio-Educational Advantage (ICSEA) value	944

About the review

2 reviewers from 23 to 24 July 2025

97 participants

19 staff members

62 students

12 parents and carers

4 community members

Key improvement strategies

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

Domain 1: Driving an explicit improvement agenda
Develop and communicate strategies for implementing school improvement priorities to promote a clear understanding and collective ownership of the Annual Implementation Plan among all stakeholders.

Domain 6: Leading systematic curriculum implementation
Broaden teachers' understanding of the Australian Curriculum, including the general capabilities and cross-curriculum priorities, to strengthen the alignment between curriculum implementation, assessment and reporting.

Domain 5: Building an expert teaching team
Strengthen processes for building all staff members' curriculum capability to support the teaching of reading and differentiated teaching practices across all learning areas.

Domain 2: Analysing and discussing data
Initiate professional learning opportunities focused on analysing evidence of student learning to enhance staff capability in using data to inform next steps in teaching and learning.

Domain 7: Differentiating teaching and learning
Collaboratively refine collegial engagement opportunities to identify effective differentiation practices that support further teacher capability development and inform consistency of practices across the school.

Domain 9: Building school community partnerships
Create processes for building, monitoring and reviewing partnerships and transition processes to maximise their positive impact on student learning outcomes.

Key affirmations

Staff, parents and students speak of the value of the positive learning culture and how it promotes student success.

Staff and community members praise the 'small country feel' of the school, describing it as 'well led, well respected and consisting of a united team of supportive staff and families'. Parents and students comment appreciatively on the expertise of the staff and their willingness to support students and families. Staff express a belief that effective pedagogical practices and targeted support systems, combined with the well-maintained facilities and grounds, contribute to a calm and positive learning environment. Staff and community members speak positively and with a strong sense of optimism about the school's current position and direction.

Leaders share their commitment to supporting staff capability development and growth through continuous professional learning, with staff commenting they feel supported to pursue their professional goals.

Leaders outline their focus on developing and supporting staff members' professional growth, including fostering future leaders. Staff and leaders explain the annual Setting Professional Goals process is aligned to system and school priorities. Teachers articulate how collegial engagement opportunities are aligned to the school's strategic agenda. They relay how this structured and collaborative approach fosters a culture of reflection and continuous improvement and promotes leadership development. Many staff outline their active engagement in system and aspirational pathways supported by the principal's dedication to building internal capability.

Staff articulate their high expectations for students and focus on maximising academic achievement, which has led to a measurable lift in student learning outcomes.

Staff speak of their collective efficacy and responsibility for student achievement. They share their strong belief that every student can learn and are united in their commitment to supporting all learners' success. Leaders outline their purposeful leadership, which is aimed at extending students through a focus on lifting A and B Levels of Achievement. Leaders and staff describe the systematic tracking and monitoring of student performance as a well-established practice that supports data-informed teaching and ongoing student growth.

Parents and staff highlight an individualised approach to learning which supports each student to maximise their learning potential within a nurturing environment.

Leaders and staff describe a teaching and learning approach that encompasses the 'whole student'. They speak of focusing on academic achievement, behaviour, and social and emotional wellbeing as equal components in supporting student success. Staff and parents outline how staff know their learners and care about each student as an individual. Teachers share their understanding of each student's needs, which is supported by the ongoing monitoring of key data. Students confidently express that their teachers genuinely know them and care about them.

Queensland Government