

Glenwood State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at Glenwood State School from **11 to 12 March 2021**.

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

Greg Brand

Internal reviewer, EIB (review chair)

Chris Erbacher

Peer reviewer



1.2 School context

Location:	Glenwood School Road, Glenwood	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	82	
Indigenous enrolment percentage:	10 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	24 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	935	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, six class teachers, five teacher aides, guidance officer, cluster Head of Special Education Services (HOSES), Business Manager (BM), ancillary staff member, 49 students and 19 parents.

Community and business groups:

- Local councillor for Division 2 Fraser Coast Regional Council, Glenwood Progress Association president and Glenwood Service Station representative.

Partner schools and other educational providers:

- Gunalda State School principal, James Nash State High School principal and Regional Advisory Visiting Teacher (AVT) – Engagement.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (2020 release)	School Data Profile (Semester 2 2020)
OneSchool	School differentiation plan or flowchart
Professional learning plan 2021	School assessment and target schedule
School Opinion Survey 2019	Student Code of Conduct 2021-2023
School pedagogical framework	Australian Early Development Census 2018
School budget overview report	School Learning and Wellbeing Framework
Professional development plans	School and regional improvement targets
School newsletters, website and Facebook page.	Whole-school curriculum, assessment and reporting plan
Curriculum planning documents and anchor charts	Sample Annual Performance Development Plans

2. Executive summary

2.1 Key findings

‘Grow with Strength’ underpins the ethos of the school, and reflects the strong reputation of the school in being one with the belief that every child can be successful.

The principal and staff members articulate a genuine belief all students are able to learn and be successful. Staff speak positively of the collegial support that exists across the school for one another and take great pride in the school. Staff and parents relate anecdotes of their long association and deep connection to the school and the positive experiences they have enjoyed through being part of the school community. Parents acknowledge with genuine admiration, the dedication, professionalism and care the principal and all staff display on a daily basis towards their child.

Genuinely respectful and caring relationships are clearly apparent between staff, parents, students and members of the community.

The principal and staff are committed to the profession, students and supporting and promoting the endeavours of the school. Parents hold a positive view of the school and express high levels of satisfaction regarding the quality of their child’s education. Parents articulate they value the amount of individual attention given to students and are encouraged by the level of interest displayed by all staff in supporting the success of all children. A family approach to education, based on genuine and trusting relationships, is demonstrated across the school, with all staff united in achieving the long-term success of the school.

The principal has established and is driving a clear and focused Explicit Improvement Agenda (EIA), with a strong emphasis on supporting the learning and wellbeing needs of all students.

The EIA is aligned to the region’s explicit improvement focus on every student succeeding and a great start for every student. The principal articulates that a personalised approach by all staff will be required to achieve the aspirational regional target of 100 per cent of students achieving a ‘C’ or above in English. There is commitment from all members of the school community to achieving a balance between academic progress and overall wellbeing for students. Staff members express a genuine belief in all students achieving success and improving in their learning, irrespective of their starting point.

The principal is strongly committed to supporting the professional learning and growth of all staff members.

All class teachers speak positively of the recent focus on building their understanding and knowledge of Australian Curriculum (AC) – English through pre-assessment moderation, case management and collaborative assessment of student work. Teachers identify that this focus has made a significant difference to how they approach teaching and learning. They express a desire to see this work continue, and greatly value the opportunities to work together as a whole staff to support enhancement of their practice. The principal articulates



building the capability of all staff is vital for the long-term success of the EIA and improving student Level of Achievement (LOA) in English.

The principal expresses the view that the development of all staff members into an expert and coherent teaching team is central to improved student learning outcomes.

The principal and staff are enthusiastic, dedicated and passionate regarding the school, and all share the responsibility for student learning and wellbeing outcomes. Staff speak highly of each other and a strong collegial culture is apparent across the school. Staff members express high levels of genuine trust in the leadership of the school, and speak positively of the strong collegial relationships that exist between staff. The principal recognises the need to dedicate time and formalise processes of observations and feedback to support effective teaching and learning practices across the school.

Staff members are committed to the development of effective teaching and learning practices across the school.

All staff positively build student belief in their own self-concept as learners. Students describe the high levels of care and support they receive from their teachers to assist them to improve in their learning. The principal articulates a range of pedagogical practices is utilised to cater for the specific needs of different curriculum disciplines and students' individual learning needs. The principal acknowledges the need to collaboratively define the agreed pedagogical approaches and practices that will define teaching and learning.

The principal is committed to making sure every child makes a great start in Prep.

The principal has prioritised employing a local kindergarten teacher to deliver a weekly playgroup program and offer workshops and information sessions for parents. This initiative is anticipated to make a positive impact on developing strong community partnerships, increase parent engagement, and ensure a successful transition into Prep for young children in the community. Parents express the positive impact the playgroup program is having on both themselves as parents and their child. Early years staff highly value the genuine partnership and sharing of practice with the playgroup coordinator.

The school is viewed as a positive and productive place of learning within the local community.

The school has built and enhanced a range of partnerships with parents, families, local businesses, community organisations and other educational facilities to ensure students are provided with multiple opportunities that promote positive learning, wellbeing and engagement outcomes. Staff members speak highly positively of the support provided to the school by parents and the wider community in meeting the needs of all students. Members of the Parents and Citizens' Association (P&C) express appreciation for the support from the community for the school, particularly when holding fundraising events.



2.2 Key improvement strategies

Sustain a deep focus on embedding the EIA in the next strategic planning cycle, with personalised aspirational targets for the learning gains of all students.

Strengthen the capability of all staff to implement the key improvement strategies and practices underpinning the EIA.

Collaboratively unpack the school's agreed high impact pedagogical approaches to present a clear vision of teaching and learning across the school.

Formalise a whole-school coaching, mentoring, observation and feedback model for all staff, aligned to the EIA.