

# Glenwood State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Glenwood State School** from **23 to 24 February 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

John Bosward                      Internal reviewer, SIU (review chair)

Peter Doyle                        Internal reviewer, SIU



## 1.2 School context

<b>Location:</b>	Glenwood School Lane, Glenwood
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1918
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	90
<b>Indigenous enrolment percentage:</b>	5 per cent
<b>Students with disability enrolment percentage:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	943
<b>Year principal appointed:</b>	2016
<b>Full-time equivalent staff:</b>	6
<b>Significant partner schools:</b>	Gunalda State School, Tiaro State School, Theebine State School, Chatsworth State School (Special Education Program Cluster School)
<b>Significant community partnerships:</b>	Village Swim & Gym
<b>Significant school programs:</b>	Homework Club – Tuesday afternoons with teacher aide, Good Behaviour Rewards (GBRs) – every Friday afternoon where eligible students are able to participate in gardening, computers, arts and craft, library or cooking



### 1.3 Contributing stakeholders

School community:

- Principal, four class teachers, visiting supply teacher, two specialist teachers, five teacher aides, cleaner, Parents and Citizens' Association (P&C) representative and administration officer.

Community and business groups:

- Local businesses – Village swim & gym, and hairdresser.

Partner schools and other educational providers:

- Principal James Nash State High School, Immediate past chairperson of Gympie State Schools Administrators Alliance, and Director of Crèche and Kindergarten (C&K) Gunalda & District Kindergarten Association Inc.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2016 and 2017	Strategic Plan 2015-2018
Headline Indicators (2016 Semester 2)	School Data Profile (2016 Semester 2)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Whole-School Professional Learning plan
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Community Flyer - EIA	Glenwood News (Local community newsletter)
Curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**High aspirations exist in the school for student learning, teacher performance, school leadership and community engagement.**

A culture of learning and continuous improvement exists in the school and is evident in the relationships between staff members, parents and students. Parents report that school staff members are approachable and display a willingness to listen to and address concerns that may arise. Stakeholders express a clear sense of belonging to the school community and the school acknowledges and acts upon the contributions made to the school.

**The school is viewed highly and respected as integral to the social fabric of this small community.**

A small number of strong community partnerships are being established with local businesses. The school recognises the positive impact that such partnerships have on enhancing student learning and wellbeing. Parents are welcomed into the school and are aware of their student's progress.

**The principal and staff members clearly articulate the belief that reliable data on student outcomes is crucial to the school's improvement agenda.**

Teachers are able to articulate the year level benchmarks for assessments and some subsequent implications for their teaching. The principal has identified a need to further develop teachers' data literacy skills in order to make more effective use of collected data. A process whereby teaching staff meet one afternoon each week to engage in discussions around student achievement data with the principal is emerging.

**The school's principal and teaching staff are committed to implementing the Australian Curriculum (AC).**

The school's principal and teaching team express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC). Teachers adapt Curriculum into the Classroom (C2C) units which are mapped against the AC and submitted to the principal for Quality Assurance (QA) and feedback. A process to ensure the intent and rigour of the AC is effectively enacted in all classrooms is not yet evident.

**The principal and staff members articulate the importance of teaching experiences that identify each student's learning needs.**

Staff members use standardised diagnostic assessment data to monitor progress and inform structural differentiation processes. Some teachers and students develop individual learning goals to improve outcomes in identified areas of learning. Conversations with teaching staff and students indicate that this practice is yet to be embedded across the school, with teachers at different stages in their ability to implement this learning strategy.



**The school's 2017 priorities of improving reading and developing community partnerships are highly visible in the school.**

The 2017 school Annual Implementation Plan (AIP) draft identifies the teaching of reading and increasing community partnerships. The school identifies the need to link the Explicit Improvement Agenda (EIA) to the school's budget and Professional Development (PD) plan to facilitate the building of staff members' capacity to maximise reading outcomes for all students.

**The school is a member of the Gympie State Schools Administrators Alliance and places a high priority on the development of strong partnerships with its educational communities.**

There is a strong link with the pre-school agency, Crèche and Kindergarten (C&K) Gunalda and District Kindergarten Association Inc. which feeds students to the school. School staff members visit the early education provider to build productive relationships with parents and professional colleagues. Transitions to James Nash State High School are well received by students, parents and staff members from both schools and facilitate a smooth transition from primary to secondary school. The school has an established relationship with the University of Southern Queensland (USQ) Gympie. Year 5 and Year 6 students visit the university to engage in activities related to Science, Technology, Engineering, Mathematics (STEM).



## 2.2 Key improvement strategies

Clearly articulate and sharpen the school's EIA reading focus, aligning human and financial resources, PD and coaching and feedback specific to improving reading.

Develop and monitor the implementation of a whole-school multi-age curriculum plan that vertically aligns learning across the school.

Implement systematic processes for the regular analysis and discussion of data including strategies for how data can be used to inform teaching practice.

Develop teacher capacity to collaborate with students to set goals that are regularly monitored and clearly identify next steps for learning.