Glennie Heights State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Glennie Heights State School** from **13 to 15 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
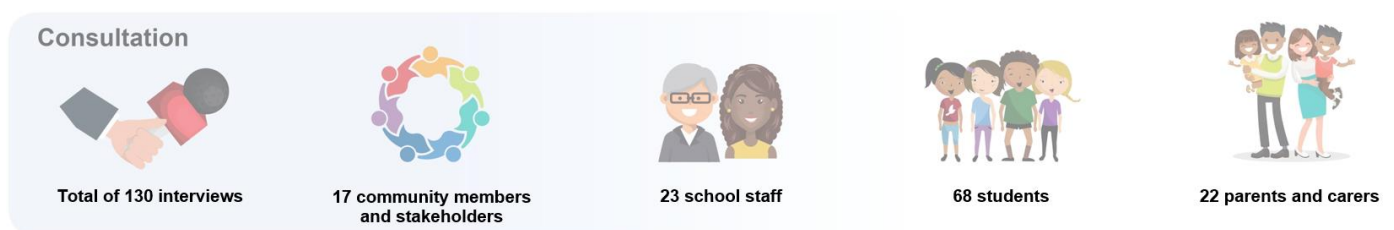
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock	Internal reviewer, SRR (review chair)
Megan Rauchle	Peer reviewer
David Hinton	External reviewer

1.3 Contributing stakeholders

Consultation

Total of 130 interviews | 17 community members and stakeholders | 23 school staff | 68 students | 22 parents and carers

1.4 School context

Indigenous land name:	Bundjalung region
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	154
Indigenous enrolment percentage:	34%
Students with disability percentage:	16.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	868

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **2 to 4 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 868 and the school enrolment was 168 with an Indigenous enrolment of 33% and a student with disability enrolment of 3.6%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively sharpen and narrow the Explicit Improvement Agenda (EIA), including improvement strategies, roles and responsibilities, timelines for implementation and success checks that are communicated to members of the school community, including staff, students and parents and carers. (Domain 1)

- Review school structures to enhance opportunities for instructional leadership to be distributed across identified areas of teaching and learning, aligned to the EIA. (Domain 5)

- Review whole-school curriculum planning processes aligned to the Australian Curriculum (AC), to include consistent and collaborative planning time to support rigorous curriculum development, and Quality Assurance (QA) processes to ensure that the intended curriculum of all learning areas is enacted. (Domain 6)

- Review the pedagogical framework to reflect the agreed whole-school teaching practices, aligned to the EIA, including expectations for their implementation during the teaching and learning process. (Domain 8)

- Collaboratively review the assessment and data plan to include a clear purpose for collecting the data sets, outlining how and when they will be used in identifying next steps for teaching and learning. (Domain 2)

2. Executive summary

2.1 Key affirmations

The principal provides a holistic curriculum with a range of co-curricular and extracurricular activities.

Students describe their curriculum as interesting and engaging. They speak excitedly of sports and the range of extension opportunities they undertake. Students share an appreciation for the effort staff go to, to make learning fun.

The community appreciate the time and effort the staff have dedicated to the school grounds.

The school has large well-kept grounds including landscaped gardens and playgrounds. The principal articulates a goal to have an interactive learning space that is inviting, thriving and consistently presented to an excellent standard

Parents, students, and the community are proud of the welcoming and caring school environment.

The school environment is calm, positive and reflects a commitment to developing quality relationships between students, staff, and parents. Students, parents and community members appreciate the enrolment size of the school that contributes to a sense of a 'family feel'.

Students positively discuss staff as engaging and skilled at using a range of positive teaching strategies.

Students express that their teachers care about their learning and have high expectations of them. Parents articulate that the principal and staff are dedicated, professional, and care for their child.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Develop teacher capability in creating units of work aligned to the AC, that suit the local context to ensure that students are engaged and challenged in learning.

Domain 7: Differentiated teaching and learning

Initiate the inclusion of support staff and specialists in the full cycle of curriculum planning, teaching, assessing and reporting to identify and provide differentiation for students with specific learning needs.

Domain 6: Systematic curriculum delivery

Implement moderation at multiple junctures to support alignment between planning of the AC, and to support the enactment of the AC in classrooms.

Domain 8: Effective pedagogical practices

Collaboratively refine the pedagogical approach to build clarity and consistency in the use of agreed high-impact strategies to cater for the specific needs of different curriculum areas and students' individual learning needs.

Explore the processes and structures that will allow for the establishment of a professional, collegial coaching model where the leaders work alongside teachers to share, develop, and enhance high-quality teaching.