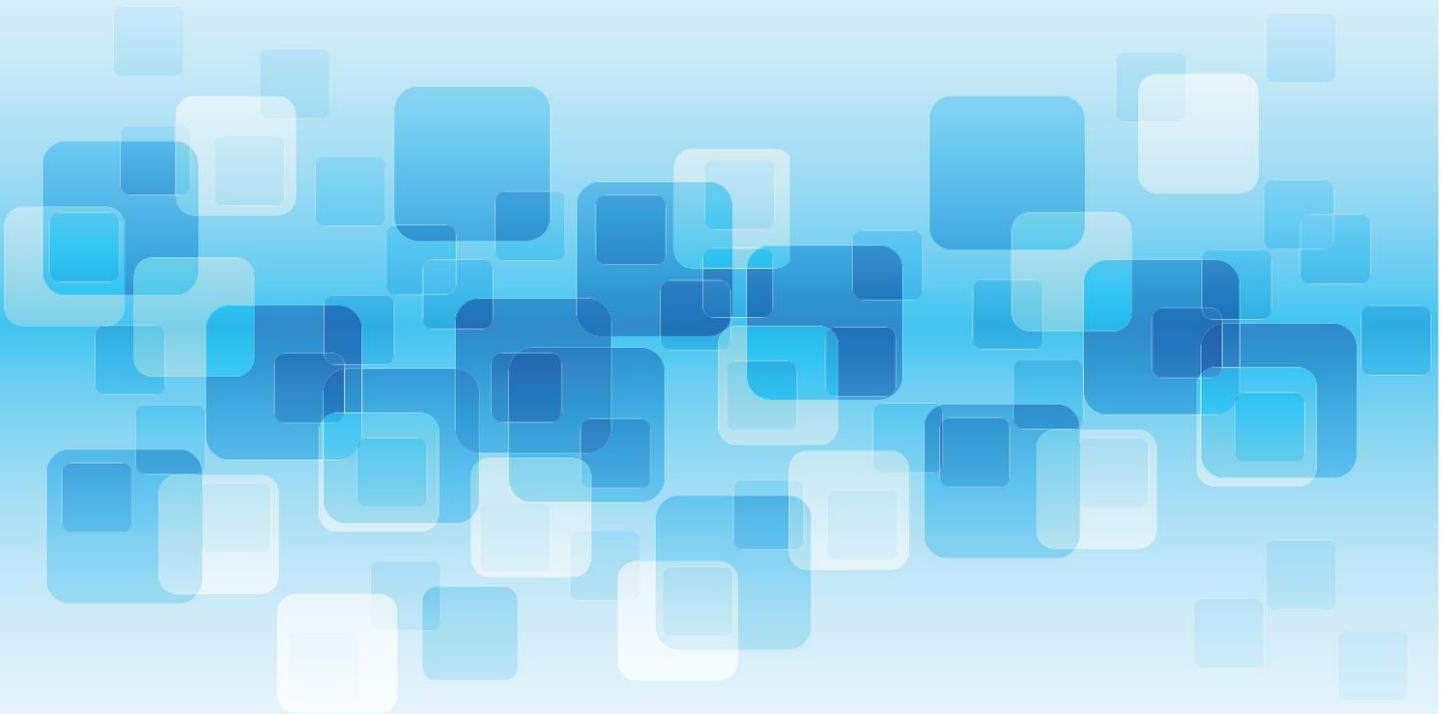




# School Improvement Unit Report

## Glennie Heights State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Glennie Heights State School from 18-19 February 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	5-12 Gillam Street, Warwick
<b>Education region:</b>	Darling Downs South West
<b>The school opened in:</b>	1960
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	151
<b>Indigenous enrolments:</b>	22 per cent
<b>Students with disability enrolments:</b>	6.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	881
<b>Year principal appointed:</b>	2012
<b>Number of teachers:</b>	Seven classroom teachers
<b>Nearby schools:</b>	Warwick West State School, Warwick East State School, Warwick Central State School, Warwick Christian College, School of Total Education, Warwick State High School, St Mary's Catholic School
<b>Significant community partnerships:</b>	C&K Glennie Heights, Regional Outreach programs for AFL, NRL, tennis, hockey, soccer, Queensland Justice Department, Toastmasters, Lighthouse Community, Red Cross Family Services, Headspace, Bush Children's, Granite Belt Health, Red Cross Family Services, Parental Community Engagement, Warwick Indigenous Network, Carbal Medical



<b>Unique school programs:</b>	Singing group, gardening group, drumming group
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### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - 11 class teachers and specialist teachers
  - Five teacher aides,
  - One administrative officer
  - P & C Executive
  - Crossing supervisor
  - Tuckshop volunteers and four other parents
  - Two primary school Principals in the cluster
  - Early childhood provider
  - 12 student leaders and random students in classrooms and playground

### 1.4 Review team

Michelle D'Netto	Internal Reviewer (review chair)
Randall Pointing	Peer Reviewer
Robert Cole	External Reviewer



## 2. Executive summary

### 2.1 Key findings

- Staff morale is high and staff know that they are making a difference for students.

The principal and staff are united in their focus of improving the quality of teaching and learning for every student. There is a culture of support and collegiality among staff that has established the foundation for enhancing teaching practices and learning.

- The school has consistent strategies for promoting positive behaviour and these are embedded in all classrooms.

Staff, students and community members commented on improved student behaviour. An increased number of school disciplinary absences was an outcome of a strong whole-school commitment to high behaviour expectations.

- An explicit teaching model is evident in most classrooms.

The school has endeavoured to implement the explicit teaching model to improve student learning outcomes through various coaching models. However, staffing issues have hindered the development of consistent school-wide practice. Recruiting a coach has been problematic.

- Student performance in the National Assessment Program – Literacy and Numeracy (NAPLAN) is substantially below the nation.

Student achievement data is collected and analysed regularly. Intervention programs are in place for students performing below National Mean Score (NMS). The challenge will be to sustain the improvement. The school's performance is comparable to similar schools nationally.

- The school has established differentiation protocols, however these practices are inconsistently embedded across classrooms.

Class teachers are provided with documentation and planning templates to ensure that differentiation is part of unit planning and teachers' class planning. Teachers use data to identify students' individual learning needs and differentiate teaching.

- There is limited community involvement in school improvement agenda.

Engaging the school community in the school improvement agenda continues to present challenges to the leadership team.



## 2.2 Key Improvement Strategies

- Develop an instructional leadership model that supports the principal to progress the school improvement agenda.
- Provide innovative ways of engaging parents as partners in their children's learning.
- Establish a sustainable coaching and mentoring model which provides timely and effective feedback to all staff.
- Develop and implement a whole school approach to differentiation based on data analysis and consistency across all classrooms.