

Glenvale State School

Executive Summary





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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 **Glenvale State School** from **17 to 19 October 2018**.

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

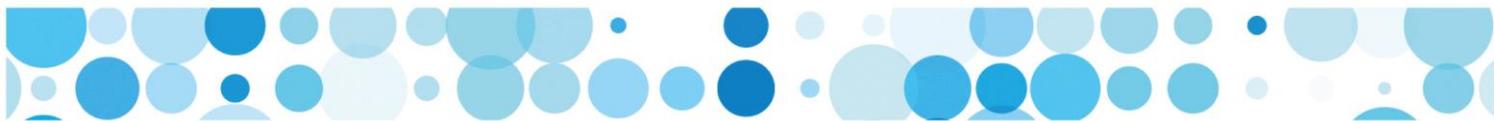
1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Amanda Wicks	Peer reviewer
Graeme Hall	External reviewer



1.2 School context

Location:	Glenvale Road, Toowoomba
Education region:	Darling Downs South West Region
Year opened:	1882
Year levels:	Prep to Year 6
Enrolment:	771
Indigenous enrolment percentage:	12 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	978
Year principal appointed:	2008
Day 8 Staffing Teacher Full-time equivalent numbers:	45.10
Significant partner schools:	Wilsonton State High School, Harristown State High School
Significant community partnerships:	Kids Hope, University of Southern Queensland (USQ)
Significant school programs:	Pedagogical leadership by teachers, teamwork by year levels, curriculum expert jigsaw process, student engagement activities



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), HOC - student engagement, Business Manager (BM), three administration officers, seven teachers - pedagogical leaders, two teachers - innovation leaders, teacher - aspirant HOSES, 30 teachers, chaplain, 21 teacher aides, schools officer, part-time schools officer, 65 students, guidance officer, 50 parents and three supply teachers.

Community and business groups:

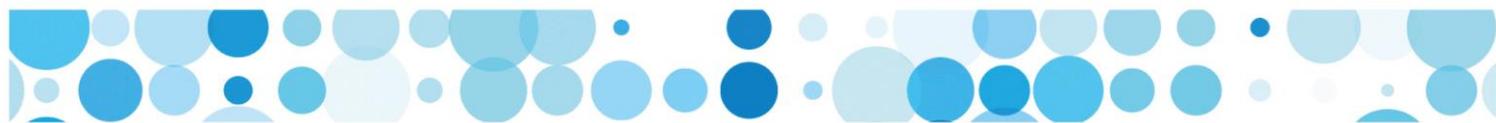
- Tuckshop convenor, two tuckshop assistants, Parents and Citizens' Association (P&C) president, community Indigenous Elder, Kids Hope Mentoring Program coordinator and Glensvale Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Principal Wilsonton State High School, principal Harristown State High School and director Goodstart Toowoomba Glensvale Road – Early Learning Childcare Centre.

Government and departmental representatives:

- State Member for Toowoomba South and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Attendance Policy
Investing for Success 2018	Strategic Plan 2014-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School Budget Overview
Professional Learning Plan 2018	Curriculum planning documents
School improvement targets	Targeted Literacy Lessons Framework
Prep – Year 6 Curriculum Plan	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Assessment and Reporting Framework	Standards of Practice
Running records Guidelines	Literacy and Numeracy Assessment
Staff Usage Sheet	Staff Timetables
Transition Expectations	Together is Better Partnership Agreement
Reading Framework	Staff Induction Handbook
School pedagogical framework and posters	2018 Curriculum into the Classroom Assessment Plan
Report Card and NAPLAN Update Semester 1 2018	



2. Executive summary

2.1 Key findings

The school's vision captures the school's purpose and philosophy, 'Every One, Every Day, Achieving Together'.

The school leadership team and staff members are highly committed to improving the learning and wellbeing outcomes for all students. This is reflected in the strong commitment of staff members to student learning and to supporting the school's improvement agenda. High expectations for all students in learning, behaviour, attendance and wellbeing are apparent across the school.

Staff members are committed to providing a caring and nurturing educational environment for students.

Interactions amongst staff members, students, parents and families are positive, caring and inclusive. Students, staff and parents hold the view that the school has an important place at the centre of the community. Students articulate considerable pride in the range of opportunities and experiences offered by the school.

Teachers and students indicate that student learning goals are developed.

The use of exemplars and the unpacking of the Guide to Making Judgements (GTMJ) are apparent to varying degrees in classrooms. Some teachers are trialling the use of 'bump it up' walls to enhance student understanding of success criteria and support their development as assessment literate learners.

A range of methods for providing written and verbal feedback to students is apparent throughout the school.

Some feedback to students is provided to help students determine actions to make further progress, with other feedback focusing on effort and participation. A whole-school approach to providing balanced, quality student feedback and identifying next steps for learning is emerging.

Teacher unit planning documents reflect the provision made to adapt unit content and assessment to meet the learning needs of the diverse learners in each class.

Teaching staff members articulate that these planning templates provide a practical tool to support them in providing differentiated learning to the range of learners. The effective application of these differentiated strategies is yet to be consistent across the school.



The school places an emphasis on teachers learning from one another's professional practice.

School leaders provide frequent informal feedback to teachers through incidental walkthroughs and classroom observations. The school has identified the need to develop an agreed strategy for the inclusion of targeted observation and feedback within professional improvement processes.

The school is recognised as being highly inclusive.

The school's practices reflect the belief that all students are capable of learning successfully when motivated and given appropriate learning opportunities and necessary support. Whole-school and year level structures support teachers in meeting the learning needs of the range of students in their classrooms. Parents and other school community members articulate that the school has developed a strong reputation for its approach to meeting the needs of a diverse range of learners.

School leaders place a high priority on the professional learning of all staff.

Professional learning and development are at the heart of school life, and all staff meetings are utilised as opportunities for professional growth. School leaders model professional learning by participating with staff in a wide range of school-based development. Leaders, teachers and other staff members demonstrate a high level of commitment to continuous improvement.



2.2 Key improvement strategies

Build on current processes to embed the explicit and comprehensive unpacking of success criteria aligned with curriculum units to support students in becoming assessment literate learners.

Develop and implement a consistent student feedback process that provides timely feedback to students and makes clear to students the next steps for their learning.

Strengthen teacher capability to plan and deliver differentiated learning experiences for the full range of learners in their classrooms.

Embed regular observation and feedback of classroom practice for all teachers and teacher aides to enhance instructional practice, aligned with school and system priorities for student learning outcomes.