

Glenvale State School

School Review Report





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Glenvale State School** from **4 to 6 May 2022**.

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

Keith Graham	Internal reviewer, EIB (review chair)
Regan Gant	Peer reviewer
Jo Diessel	External reviewer



1.2 School context

Indigenous land name:	Jarawair, Giabal and Western Woka Woka people
Location:	Glenvale Road, Glenvale
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	660
Indigenous enrolment percentage:	12 per cent
Students with disability percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	2008



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSSES)/deputy principal, two Heads of Department – Curriculum (HOD-C), Business Manager (BM), 28 teachers, eight teacher aides, grounds officer, three office staff, four school cleaners, 69 students, Parents and Citizens' Association (P&C) president, P&C employee and 26 parents.

Community and business groups:

- You Belong adult English as an Additional Language or Dialect (EAL/D) class coordinator.

Partner schools and other educational providers:

- Theodore Early Childhood Centre, Harristown State High School principal and HOD, Wilsonton State High School principal, regional early years HOD and Goodstart Early Learning Child Care Centre.

Government and departmental representatives:

- ARD and past ARD.



2. Executive summary

2.1 Key findings

The school has a strong sense of community and belonging.

A consistent and team approach to school learning has been established reflective of the school philosophy *'Every one, every day, achieving together'*. Parents and students speak positively of the school describing a sense of community and belonging and being welcomed to, and within, the school. Parents clearly express that the dedication, professionalism and genuine care that school leaders and staff demonstrate on a daily basis are highly appreciated and recognised across the school and wider community. The school strives to provide a welcoming, inclusive environment with an ordered tone and one of purposeful learning. School grounds are attractive and well maintained with a range of outdoor learning and play spaces. Students speak highly of these spaces.

School leaders and staff are committed to implementing high quality curriculum across all learning areas.

Staff members possess a range of experience, confidence and expertise in the fields in which they teach. They implement an array of teaching strategies to engage students in meaningful learning. The school has a consistent process for curriculum planning and delivery that supports teaching and learning expectations. The leadership team is committed to making learning visible across the school. The school has a deliberate whole-of-school approach to teaching that incorporates four key aspects of the school's teaching and learning structure – know the curriculum, know our students, know your teaching approaches, and know your next steps.

The leadership team is strongly committed and united to improving outcomes for all students.

Data is routinely utilised throughout the school to identify starting points for improvement, promote learning through timely feedback, inform future teaching and learning, establish learning goals for students, and monitor progress over time. To sharpen the Explicit Improvement Agenda (EIA) and improve student achievement, the leadership team articulates a plan to determine and set precise student outcome targets within the EIA and regularly analyse these to inform future teaching and learning, and monitor the impact of teaching on student learning and school improvement.

School leaders and staff members use differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

The school implements a whole-school approach to differentiated teaching and learning that supports all students to access, participate and progress through the curriculum and achieve success in their learning. Some teachers describe how they engage, challenge and extend high achieving students by designing differentiated activities for use in the classroom to meet student learning needs and interests. The school operates an after-school extension program for students identified with high potential and/or talent. The provision of



appropriately challenging and extension opportunities for high achieving students is an area that is still developing across all classrooms.

The school's ethos is built around high expectations for student attendance, engagement and learning and a commitment to a culture of learning for all students and staff.

Staff members possess a range of experience, confidence and expertise in the fields in which they teach. They implement an array of teaching strategies to engage students in meaningful learning. School leaders and staff describe introducing a range of whole-school, student and staff wellbeing and curriculum initiatives. Teachers articulate a commitment to and level of excitement regarding these initiatives with the level of uptake and implementation varying across the school. Teaching staff indicate they would welcome the opportunity and further time to deepen and embed the agreed new school initiatives to ensure they are consolidated before moving forward.

School leaders and teachers articulate the importance of understanding what students know and are able to do.

Staff and school leaders describe using class dashboard, student portfolios, and diagnostic and summative student learning data to identify starting points for teaching. As part of the school's ongoing improvement and an inquiry cycle, school leaders have commenced work with teachers to further develop formative assessment strategies to inform teaching and learning and further strengthen the data literacy of staff. School leaders indicate plans to collaboratively refine and embed formative assessment strategies and differentiated processes through whole-school Professional Development (PD), case management processes and Personalised Learning Records (PLR).

The school recognises the importance of student and staff social and emotional wellbeing.

The school has identified wellbeing as a priority, and a range of wellbeing strategies are being implemented to support students and staff. Current parent and student School Opinion Surveys (SOS) data indicates high levels of satisfaction above the region and state averages. Some staff suggest that staff morale and wellbeing could benefit from further support. A wellbeing team under the leadership of the principal is recently formed. The principal and team members indicate plans to survey students and staff to inform formalised whole-of-school staff wellbeing strategies and support structures.

Staff are recognised for their professionalism, expertise and passion for student learning.

Staff members express a strong, united commitment to students, the school and each other. A clear cohesive focus and collective ownership to improve learning and wellbeing outcomes for all students are apparent. A strong culture of collegiality and professional collaboration exists amongst staff members. Staff are committed to supporting students' learning, and share a passion for teaching, the school and students. Staff articulate a commitment to continuous school improvement and outline their personal and collective investment to



contribute to this agenda. Staff hold high expectations for students, themselves and each other and detail a shared commitment to supporting each other to deliver quality academic and wellbeing outcomes for all students.

The school welcomes all students with a caring and nurturing culture.

School leaders and teachers describe a holistic and student-centred approach for all students learning alongside their year level and similar-aged peers. The diverse learning needs of all students and the rich variety of cultural and linguistic backgrounds are acknowledged and embraced by the school community. A fundamental belief that all students will learn and achieve success is apparent.



2.2 Key improvement strategies

Determine and set precise student outcome targets within the EIA, regularly analyse these to inform future teaching and learning, and monitor the impact of teaching on student learning and school improvement.

Build on the success of the whole-school approach to differentiated teaching and learning to extend high achieving students in line with the EIA.

Provide opportunities for teachers to deepen and embed the agreed new school initiatives to ensure they are consolidated before moving forward.

Collaboratively refine and embed formative assessment strategies and differentiated processes through whole-school PD, case management processes and PLRs.

Collaboratively develop, refine and embed whole-school wellbeing strategies for staff and students.