

Glenview State School

Executive Summary





Contents

1. Introduction.....	3
1.1 Review Team	3
1.2 School Context.....	3
1.3 Contributing Stakeholders	4
1.4 Supporting Documentary Evidence	5
2. Executive summary.....	5
2.1 Key Findings	5
2.2 Key Improvement Strategies	7

1. Introduction

This document is the Executive Summary of the report prepared by a Review Team from the School Improvement Unit (SIU) following the quadrennial review of **Glenview School** undertaken from **20 to 22 August, 2018**.

The report presents an evaluation of Glenview School's performance against the nine domains of the *National School Improvement Tool*. The Executive Summary outlines key findings from the review and recommends strategies for the school to consider in developing its future Strategic Plan in consultation with the School Community.

The Executive Summary will be made generally available on the school website.

1.1 Review team

Mr Darren Marsh	Internal Reviewer, SIU (Review Chair)
Ms Tanya Abell	Peer Reviewer
Ms Kate O'Brien	External Reviewer

1.2 School context

Location:	Leeding Road, Glenview
Education region:	North Coast Region
Year opened:	1878
Year levels:	Prep to Year 6
Enrolment:	226
Indigenous enrolment percentage:	< 2 per cent
Students with disability enrolment percentage:	< 3 per cent
Index of Community SocioEducational Advantage (ICSEA) value:	1067

Year principal appointed:	2011
Full-time equivalent staff:	20
Significant partner schools:	Local Schools, Independent Public School (IPS) Alliance
Significant community partnerships:	University of Sunshine Coast (USC), Local Businesses
Significant school programs:	Music program, literacy/reading programs, Intervention and Support (I&S) Program, Academy Program, Science, Technology, Engineering and Mathematics (STEM) Programs, Italian Program, Glenview Learning Program (GLP), Glenview Curriculum, Glenview Assessment Framework

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School Stakeholders:

- Principal, Head of Curriculum (HOC), Business Manager (BM), Administrative Officer (AO), Student Council, Intervention & support Manager, IPS Council members, Specialist Teachers (HPE, LOTE, Mu, IM), Chaplain, Class Teachers (12), Teacher Aides (6), ICT Tech Officer, Grounds Officer, Cleaners (2) and Parents and Citizens' Association (P&C) President and Secretary.

Partner schools and other educational providers:

- Deputy Principal, Chancellor State College
- Mooloolah Crèche and Kindergarten Director.
- USC Education Program Lecturer.

Government and Education Queensland representatives:

- Local Councillor, Sunshine Coast Regional Council
- Local Member, House of Representatives
- Assistant Regional Director



1.4 Supporting documentary evidence including:

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool Reports and Data	School Budget Overview
Professional Development Plan 2018	Whole School Curriculum Plan
Yearly Data Collection Overview	Curriculum Planning Documents
School Pedagogical Framework	Resilience Survey Summary Report
Track Ed – Student/School Data	School newsletters and website
Assessment Framework – Summative	School Opinion Survey
Responsible Behaviour Plan for Students	Report Card samples
School Curriculum, Assessment and Reporting Framework	Student Services Committee documents

2. Executive Summary

2.1 Key findings

Members of the school community speak highly of the school and of it being the hub of the community.

There is a positive and calm tone throughout the school. Staff members and parents acknowledge that the characteristics and feeling of a community-centred school exist, and this is a feature that they seek to preserve. The learning environment of the school is engaging and offers a welcoming feel. Positive relationships between members of the school community are highly apparent across the school.

There is a culture of excellence that is celebrated within the school that is apparent through high expectations for behaviour, attendance and learning.

Professional and dedicated staff members believe that every student is capable of successful learning. The school provides opportunities for students to access a wide array of extracurricular and in-school activities including Music and the Arts which are designed to promote further learning.

The school has an Explicit Improvement Agenda (EIA) that includes a wide range of priority areas.

The EIA is reflected in the school vision of '*To live is to learn – ensuring the future for confident, capable, proud, safe, healthy and happy young people*'. The EIA includes



improving learning outcomes in: reading, writing, numeracy, science, attendance, social emotional health and resilience, and measuring and determining learning growth, progress and achievement.

Analysis of data is utilised at the school to identify the school's priority improvement areas.

Data is shared with teachers as a strategy to identify effective teacher practice that may impact on the next steps for teaching and learning for students. Teachers articulate that they value the time provided to discuss student performance data and would appreciate further opportunities to self-reflect on their practice to inform the next steps for teaching and learning.

The school has an explicit, coherent, sequenced plan for curriculum delivery that is reviewed regularly.

The curriculum plan details what teachers are expected to teach and what students are expected to learn. It is designed to be inclusive of the multi-age classroom settings. There is evidence that curriculum documents are collaboratively refined to provide a shared vision for learning across multiple year levels. Some teachers indicate that they would appreciate greater support and time to understand connections between the Australian Curriculum (AC) and school planning documents.

The school has a pedagogical framework informed by Productive Pedagogies.

The key elements of Productive Pedagogies are: Intellectual Quality; Supportive Classroom Environment; Recognition of Difference and Connectedness. There is clear evidence of supportive classroom environments, particularly regarding student behaviour, social support and academic engagement. Understanding of how high impact teaching strategies across elements of the pedagogical framework are implemented is an emerging practice.

Teachers are highly committed to improvement in their own teaching and the development of knowledge and skills required to improve student learning.

All staff members have a shared responsibility for student learning and success and speak of the collegial and supportive work environment across all areas of the school. A professional level of trust exists, and some teachers express a desire for formalised observation and feedback of their practice.

The principal is recognised as being visible across the school, working closely with staff, students and the school community.

Parents express the view that the commitment and support of staff are valued within the school community. Staff and parents work together in collegial and supportive ways to create an inclusive environment that meets the learning needs of students. The school community speak of high levels of trust between themselves and staff members. They express feelings of being welcome in the school and are comfortable to approach staff with any questions or concerns. Parents and families are valued as partners in student learning.



The school has a significant partnership with the University of the Sunshine Coast (USC) and the School of Education.

The Principal is a member of the USC School of Education Academic Board. The Principal and a Teacher were nominated for a USC Excellence in Initial Teacher Education Award by practicum students. The school is highly regarded for its support of developing student teachers and providing a learning environment rich in opportunity for them to learn their craft.

The school has a strong productive Parent and Citizens' Association (P&C).

The partnership between the school and P&C is purposeful and focused on improving opportunities for all students. The P&C has contributed significantly to raising funds to contribute to school improvement.

2.2 Key improvement strategies to consider:

Review the EIA to include a narrow focus, and a process to monitor and evaluate the effectiveness of improvement strategies in improving learning outcomes for all students.

Strengthen the systematic approach to the discussion and analysis of whole-school and classroom data for teachers that results in the identification of the next steps for teaching and learning.

Support staff with time and expertise to collaboratively review curriculum planning and assessment documents to ensure teacher understanding and knowledge of planning, assessment and moderation processes.

Collaboratively review the school's pedagogical framework to identify agreed high impact teaching strategies to be implemented across the school.

Expand classroom-based learning opportunities for all staff members aligned to the school EIA, including opportunities for observation, feedback, coaching, mentoring and peer observations.