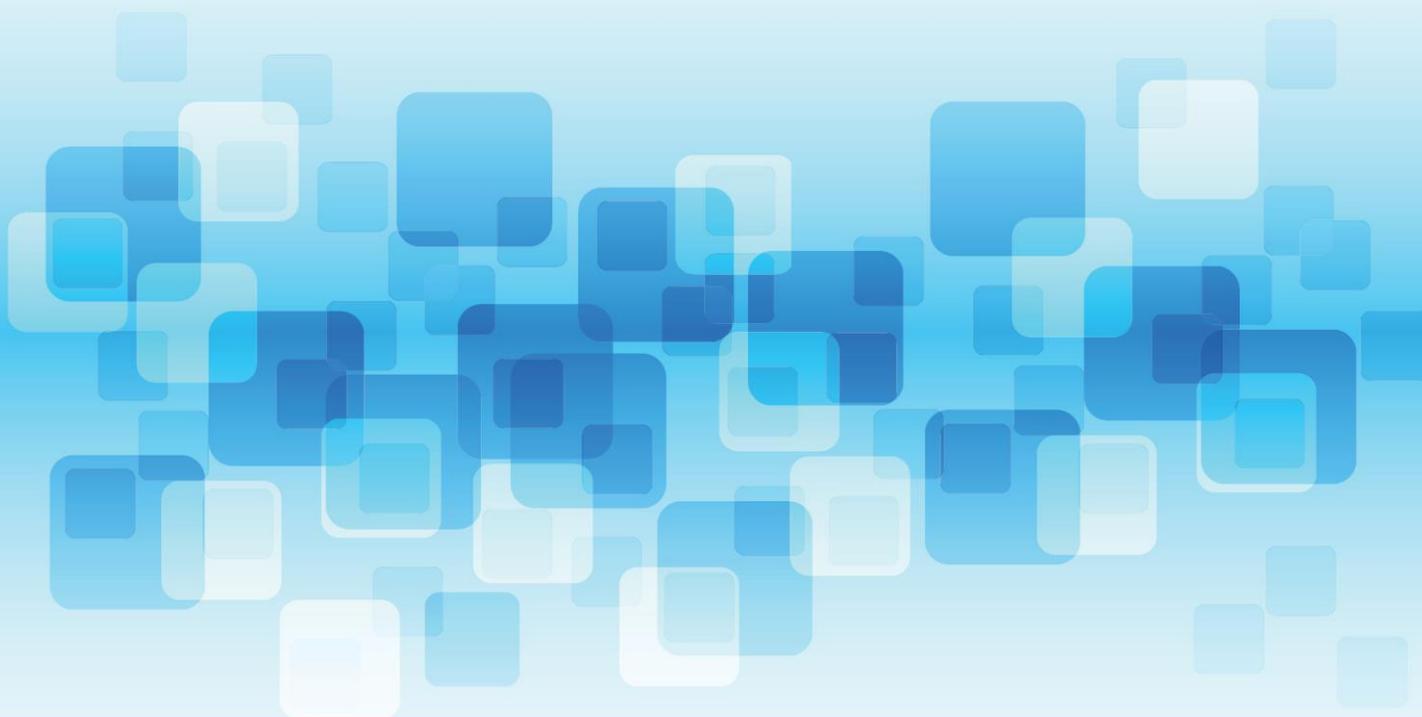




# School Improvement Unit Report

## Glenden State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Glenden State School from 22 to 24 April 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>	Gillham Terrace, Glenden
<b>Education region:</b>	Central Queensland
<b>The school opened in:</b>	1984
<b>Year levels:</b>	Prep to Year 12
<b>Current school enrolment:</b>	198
<b>Indigenous enrolments:</b>	6 per cent
<b>Students with disability enrolments:</b>	4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	997
<b>Year principal appointed:</b>	2015
<b>Number of teachers:</b>	17 teachers
<b>Nearby schools:</b>	Nebo State School, Moranbah East State School, Moranbah State High School, Collinsville State School
<b>Significant community partnerships:</b>	Glencore Mining, Glenden Independent Grocers of Australia (IGA), Glenden Creche and Kindergarten (C&K)
<b>Unique school programs:</b>	Resource Infrastructure and Operations (RIO) Program, Robotics Program, Chess Club



### 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/Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy-Principal, Head of Department (Curriculum)
  - Master Teacher
  - 13 classroom teachers
  - Guidance Officer
  - Seven teacher-aides
  - Parents and Citizens Association (P&C) president, vice-president and treasurer
  - Three facilities staff
  - 13 parents
  - 13 students, including student leaders
  - Director, Glenden Creche and Kindergarten (C&K)
  - Principal, Moranbah East State School

### 1.4 Review team

Gary Austen	Internal Reviewer, SIU (Chair)
Rob Gilbert	External Reviewer
Richard Nash	Peer Reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a clearly stated improvement agenda with a focus on the teaching of writing.

The school improvement agenda is narrow in focus. Staff are focused on the teaching of writing, and a small number of specific strategies and commercial resources are utilised to build pedagogical practice.

- A high priority is given by school leaders and most teachers to the analysis and discussion of student learning data.

Most teachers use a range of data sources to collect information on student achievement and progress. School leaders are working with teachers to develop data literacy and the way in which data can be used as an integral element of the teaching and learning process.

- The school has a positive climate. Staff, students and parents are strongly supportive of and contribute to its performance.

There has been a recent improvement in staff morale. The school has a very positive tone, and staff, students and families speak highly of the school. There is a strong sense of commitment to students.

- The school is developing a new curriculum plan in order to provide explicit and sustainable expectations for teaching and learning.

A new school curriculum plan is under development. The plan is being developed collaboratively with teachers, and templates for consistent approaches to unit planning are evident. The use of formative assessment and moderation practices are not embedded.

- The school has a broad pedagogical framework.

A pedagogical framework is published and teachers use elements of explicit instruction across the school. A deeper approach to the school-based development of high-yield teaching practices across all learning areas is not evident as yet.

- A number of strong and productive partnerships significantly impact on student achievement and wellbeing.

The school enjoys well developed partnerships with parents and external partners. Parents are extensively involved in classroom programs and school events, and are well informed in regards to student learning. Local businesses partner with the school in providing vocational training and employment pathways for students.



## 2.2 Key improvement strategies

- Refine the school's explicit improvement agenda to include specific strategies, targets and milestones for improvement that relate directly to gains in student achievement. Ensure that the agenda is widely communicated and understood by all members of the school community.
- Develop staff capacity to use student learning data as an integral element of the teaching and learning cycle and as a basis for discussions about student achievement and pedagogical practice.
- Continue the development of the school curriculum plan. Implement quality assurance processes to ensure that the plan aligns with the Australian Curriculum (AC) and that teachers are clear on what to teach and when to teach it.
- Refine the school's pedagogical framework to provide clear and consistent direction for teachers on the use of high-yield teaching approaches.
- Embed a feedback culture in the school where observation and feedback regarding teaching becomes an essential component of the work of teachers in the school.
- Implement a deliberate, whole-school approach to differentiation. Provide particular focus on the teaching of higher-order thinking skills for more able students.