

# Grovely 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 Education Improvement Branch (EIB) at **Grovely State School** from **9 to 11 November 2021**.

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

Sandra Perrett	Internal reviewer, EIB (review chair)
Nicole King	Peer reviewer
Peter Doyle	External reviewer



## 1.2 School context

<b>Location:</b>	Dawson Parade, Grovely	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	381	
<b>Indigenous enrolment percentage:</b>	10 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	11.8 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	25.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1028	
<b>Year principal appointed:</b>	2014	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Inclusion (HOI), guidance officer, 22 teachers, Business Manager (BM), two administration officers, Speech Language Pathologist (SLP), 12 teacher aides, grounds officer, Information Technology (IT) technician, school chaplain, 121 students and 12 parents.

Community and business groups:

- President and secretary of the Parents and Citizens' Association (P&C), manager of Arana Leagues Club, director of Strategy1st, Chief Executive Officer (CEO) and Director of Education Services of Montessori Australia and coordinator from Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC) program.

Partner schools and other educational providers:

- Principal of Everton Park State High School, director of Habitat Early Learning, director of Kindy Patch Grovely and teacher from the Brisbane North behaviour team Resilient Optimistic Compassionate Kids Exploring Together (ROCKET) program.

Government and departmental representatives:

- Brisbane City Councillor for The Gap Ward, representative from the office of State Member for Ferny Grove and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Professional learning overview 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	Ready to Engage, Ready to Ignite, Ready to Excel school handbooks
Strategic Plan 2018-2021 and Draft Strategic Plan 2022-2025	Investing for Success 2021





## 2. Executive summary

### 2.1 Key findings

#### **School leaders and staff are focused on supporting all children to be the best that they can be.**

The leadership team has established and is driving an improvement agenda for the school that is focused on the whole child. This focus is uniformly supported by the staff. Staff members are united and committed to developing and maintaining caring relationships with students. Parents and caregivers discuss the inclusive, warm and welcoming culture of the school. They express appreciation for the safe and supportive learning environment their child is part of every day.

#### **A strong culture of mutual respect and trust is a distinct feature of the school.**

Teachers are provided with opportunities to work with a variety of colleagues across the school in support meetings, planning meetings and Intentional Collaboration (IC) teams. A number of staff members acknowledge the impact sharing across these teams has had on their teaching practice, and social and emotional wellbeing. Teachers express their appreciation of the dedication and focus of the leadership team. They value the support they receive from leaders and colleagues, articulating that support is always provided.

#### **School leaders articulate that highly effective teaching is the key to improving student learning.**

They keep informed of research associated with effective pedagogical approaches and high impact teaching strategies. The school is engaging with Professional Development (PD) to build collective understanding of inquiry-based learning. Teachers express appreciation of the opportunity to build their skills and knowledge in this area. School leaders identify it is an emerging whole-school focus and articulate the importance of further developing a deep understanding of this approach and strategies to enact it effectively in the classroom.

#### **School staff have developed a coherent and sequenced plan for curriculum delivery.**

The curriculum plan outlines what teachers should teach and students should learn in each year level in all areas of the Australian Curriculum (AC). A recent curriculum review has provided alignment across the multi-age Montessori and mainstream lines of the school that is reflected in the whole-school curriculum plan. Learning walks are conducted by the principal and Head of Curriculum (HOC). Teachers appreciate the opportunity to be provided with feedback regarding what they are teaching and the students' responses. School leaders understand the need to monitor the enactment of the AC.

#### **The leadership team celebrates the ongoing growth in the data literacy of the teachers.**

School leaders and teaching teams across the school use a range of academic and engagement data sets. Data sets are reviewed and analysed by the school's leadership team throughout the year to identify patterns and areas of focus for further professional



discussions. School leaders use data to inform decisions regarding learning interventions across the school. They articulate that further opportunities exist to build data literacy through a differentiated approach.

**Teaching practices across the school reflect the belief that all students, in both Montessori and mainstream classrooms, are capable of learning successfully.**

School leaders are aware of the statistical difference in academic achievement between students with disability and whole-school achievement data. They are working collaboratively to address this difference. Some staff articulate the importance of continuing to build teacher capability to identify the best adjustments, including as part of the quality differentiated teaching practice or through supplementary, substantial or extensive adjustments. This includes ensuring that adjustments occur in a timely manner, as close as possible to the initial point of need.

**School leaders have built a united and informed school team.**

Teachers are provided with opportunities to meet with colleagues within their cohort group, across streams and across year levels. They express their appreciation of the professional collaboration that occurs during these meetings, recognising the impact it has on their teaching. In previous years, the school implemented a formalised coaching process. Teachers articulate their appreciation of this process and express the desire to see it revised and strengthened. A feedback process has been identified as a future area of priority by the leadership team.

**School leaders ensure that both the mainstream and Montessori classrooms are valued and supported.**

The school operates two streams of classrooms, including a mainstream model and a Montessori stream, across all year levels. School leaders work with parents to identify the best fit for their child, celebrating the belief that the two streams are of equal value, just different. As part of the implementation of the two classroom models – mainstream and Montessori, school leaders work with all teachers to build their collective understanding of high impact teaching strategies, underpinned by school-wide pedagogical approaches.

**There is a universal focus on ensuring that the learning and wellbeing needs of every student are being identified and addressed.**

Leaders and teachers work together to support all students to engage effectively at school. The school has engaged proactively to ensure all aspects of school life, including both mainstream and Montessori classrooms, operate under an inclusive lens. Leaders and staff celebrate the change in culture. Staff members communicate the belief that all students are welcome, belong, and can achieve.



## 2.2 Key improvement strategies

Enhance and embed the use of inquiry-based learning as a key pedagogical approach, building the capability of all teachers to connect pedagogy to curriculum.

Quality assure the full implementation of AC achievement standards, general capabilities and cross-curriculum priorities, considering the mainstream and Montessori method.

Utilise a differentiated approach to continue to enhance the depth of understanding of data and use of sophisticated data analysis processes.

Further develop teacher capability to utilise a range of effective adjustments to support all students to learn and achieve, as close as possible to the point of need.

Collaboratively develop a collegial engagement process, systematising opportunities for observation and feedback, coaching, mentoring and Watching Others Work (WOW).