# Grovely State School

## Executive Summary

School
Improvement
Unit

Queensland
Government

# Contents

# 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Grovely State School** from **2 to 4 of May 2017.**

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

## 1.1 Review team

Lesley Vogan                Internal reviewer, SIU (review chair)

Rodney Wood                Peer reviewer

Richard Barrie              Peer reviewer

## 1.2 School context

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| **Location:** | Dawson Parade, Grovely |
| **Education region:** | Metropolitan Region |
| **Year opened:** | 1956 |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 384 |
| **Indigenous enrolment percentage:** | 11 per cent |
| **Students with disability enrolment percentage:** | 5 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 1034 |
| **Year principal appointed:** | 2016 |
| **Full-time equivalent staff:** | 30.58 |
| **Significant partner schools:** | Mitchelton State High School |
| **Significant community partnerships:** | Hope City Church, Montessori Australian Foundation consultant, Australian Red Cross, Arana Leagues Club |
| **Significant school programs:** | Read It Again, guided reading, Explicit Instruction (EI), reviewed coaching framework |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Head of Curriculum (HOC), Business Services Manager (BSM), two administration officers, two Support Teacher Literacy and Numeracy (STLaN), 16 teachers, music specialist, physical education specialist, six teacher aides, chaplain, cleaner, facilities officer - grounds, Parents and Citizens' Association (P&C) president and treasurer and tuckshop convenor.

Community and business groups:

- Australian Red Cross program coordinator and Young Men's Christian Association (YMCA) Grovely Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Deputy principal of Mitchelton State High School.

Government and departmental representatives:

- ARD.

## 1.4 Supporting documentary evidence

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| Annual Implementation Plan 2017 | Explicit Improvement Agenda 2017 |
| Investing for Success 2017 | Strategic Plan 2014 - 2017 |
| Headline Indicators (Semester 2, 2016) | School Data Profile (Semester 1, 2017) |
| OneSchool | School budget overview |
| School Personnel Map | School Coaching Framework |
| School improvement targets | School differentiation planner |
| Pedagogical framework | School writing targets |
| School Guide to Curriculum Planning | School newsletters and website |
| Responsible Behaviour Plan | School Opinion Survey |
| Whole School Curriculum Framework | School Guide to Curriculum Planning |
| Whole school Assessment and Reporting Schedule | School Professional Learning Community overview |

## 2. Executive summary

### 2.1 Key findings

**The school has a unique context that embraces two learning pathways including a mainstream and Montessori learning program.**

The two learning pathways offer parents a choice of educational provisions for their child. The school leadership team and staff members have developed a narrative that describes a commitment to the social, emotional and academic development of all students enacted through high expectations and relationships. Self-management, critical and curious thinking and working collaboratively are viewed as enablers to high quality successful learning.

**The school views parents, families and community members as important partners in the life of the school**.

Parents play an active role in the school and are directly involved in their child's education. A welcoming and orderly environment greets people upon arrival at the school. All stakeholders comment regarding the strong sense of community and the positive relationships that are built and exist between students, staff members, parents and community members.

**The school leadership team has established an Explicit Improvement Agenda (EIA) that outlines three priority areas.**

All staff members are united and committed to improving learning outcomes for all students. Staff members are familiar with the agenda of writing and reading, differentiation and a culture that promotes learning. The EIA is accompanied by some broad targets and evidence sources for success. Timelines for actions and strategies for measuring progress towards targets are yet to be further developed.

**The school leadership team views reliable school data as essential to the effective leadership of the school.**

Staff members are included in a range of data conversations to clarify the learning needs of students and their progress over time. The school leadership team utilises a range of reflection tools to lead data discussions with teachers regarding individual student learning progress and to identify student learning needs. Teachers are strengthening their skills to utilise data to inform the next steps of student learning and reflect and self-evaluate their teaching practices.

**The school leadership team acknowledges the importance of open and transparent decision making and the need to develop cohesive and effective teams of teachers that work within their year level, across year levels and across school learning pathways.**

Collaborative Professional Learning (CPL) teams work closely together and team leaders act as a conduit between the sectors and the school leadership team. All staff members comment positively regarding participation within their sectors. The school leadership team identifies the next step as developing stronger links across sectors.

**The school has a plan for curriculum delivery that is referenced to the Australian Curriculum (AC) and utilises the resources from Curriculum into the Classroom (C2C) units of work and assessments and the Montessori cycles of learning.**

The whole-school curriculum framework outlines the 'Grovely Essentials' for the implementation of the AC across learning areas. Teachers participate in some internal and external moderation sessions. School leadership team members articulate the need to strengthen moderation processes and practices to assist teachers to develop a deep knowledge of the required achievement standards to support high expectations for learning.

**Staff members clearly articulate the belief that all students can learn successfully given the time and appropriate learning opportunities that motivate and support individual students.**

The school is refining the way student support is organised and implemented. A case management system utilises school and classroom data and teacher knowledge of students to target the levels of support to the needs of the students. Interventions are tailored and resources are targeted to support students in a timely and sustained manner. This approach is viewed as putting the needs of all students first and effectively utilising school resources.

**All staff members are committed to the continuous improvement of their teaching practices.**

The school leadership team has developed an array of strategies to assist teachers to continue to share and develop a deep understanding of how students learn. Most teachers have high levels of confidence in the fields they teach and many share their expertise and guidance with new and beginning teachers. Many teachers take an active leadership role beyond the classroom and are team leaders for CPL teams, coordinate the Montessori program and mentor beginning teachers.

## 2.2 Key improvement strategies

Develop short-term and long-term school timelines and targets for the implementation of the EIA.

Continue to develop the data literacy skills of all staff members through in-depth data discussions between the school leadership team and amongst staff members that inform strategies for continuous improvement of student learning and self-evaluation and reflection on teaching practices.

Continue to build on school strategies including coaching and collaborative teams across sectors and learning pathways to further the culture of a school-wide shared responsibility for student learning and success.

Strengthen internal and external moderation processes to enable teachers to deepen their understanding of the AC standards and focus on areas for improvement.

Continue to develop and embed the school case management model.