

Grovely State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Grovely State School** from **24 to 26 July 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

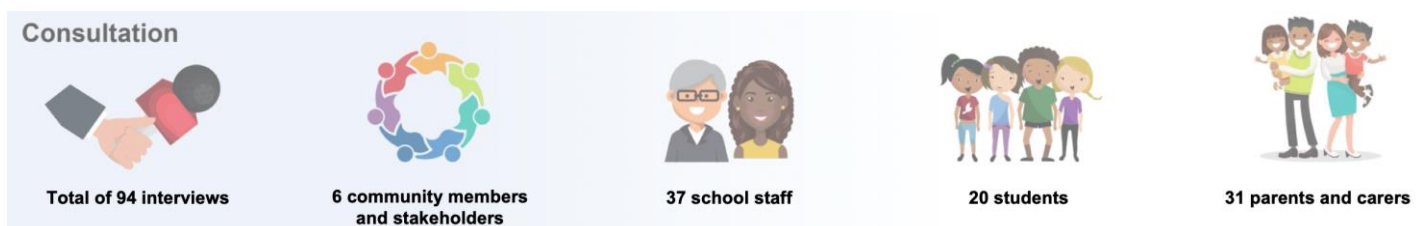
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Noel Baggs	Internal Reviewer, SRR (review chair)
Tristan Baskerville	Peer Reviewer
Jenny Hart	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Turrabul We acknowledge the shared lands of the Turrabul nation and the Mianjin people of the Turrabul language region.
Education region:	Metropolitan North Region
Year levels:	Prep to Year 6
Enrolment:	373
Indigenous enrolment percentage:	10%
Students with disability percentage:	30%
Index of Community Socio-Educational Advantage (ICSEA) value:	1041

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **9 to 11 November 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2021 review was identified as 1028 and the school enrolment was 381 with an Indigenous enrolment of 10% and a student with disability enrolment of 25.8%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 8)
- Quality assure the full implementation of Australian Curriculum (AC) achievement standards, general capabilities and cross-curriculum priorities, considering the mainstream and Montessori method. (Domain 6)
- Utilise a differentiated approach to continue to enhance the depth of understanding of data and use of sophisticated data analysis processes. (Domain 2)
- 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. (Domain 7)
- Collaboratively develop a collegial engagement process, systematising opportunities for observation and feedback, coaching, mentoring and Watching Others Work (WOW). (Domain 5)

2. Executive summary

2.1 Key affirmations

The collegial culture of the school is identified as a strength by staff.

Staff members speak highly of each other and the informal ways they work together to share teaching and learning expertise and problems of practice. They recognise that some teachers are experts in subject areas and pedagogical approaches. Staff comment on the supportive culture of the school that impacts on their positive and professional wellbeing. Teacher aides are highly valued for the learning and engagement support they provide to students.

A child-centred approach is apparent in the school.

Staff are dedicated to establishing strong relationships with students and are committed to supporting their learning and wellbeing needs. Teaching staff recognise the importance of supporting and developing the whole child. Many staff speak of the high expectations for learning that are apparent at the school. The school is valued by the community as an inclusive learning environment.

The school is held in high regard by staff, students and parents.

For many families this is a school of choice selected for the Montessori approach to learning offered in some classrooms. The school has a strong sense of community with many staff and parents discussing the supportive connections that have been formed. Parents, staff and students express that the small school environment creates a family atmosphere. A sense of pride and belonging in the school is expressed by staff, students and families.

Teaching staff are recognised for their commitment to supporting all students.

Parents acknowledge that teaching staff build a strong understanding of each child's wellbeing and learning needs over a number of years. Staff members describe their commitment to supporting and maintaining positive relationships between staff, students and parents. Students comment that their teachers are caring and supportive and engage them in their learning. Teachers have a strong focus on developing independent learners.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Create and implement a narrow Explicit Improvement Agenda (EIA), with cycles of review supported by timelines, measurable targets and accountabilities for all staff members, to advance school improvement agendas.

Domain 3: A culture that promotes learning

Collaboratively review behaviour support processes to reinvigorate, document and communicate school-wide behaviour expectations.

Domain 6: Systematic curriculum delivery

Collaboratively develop the 3 levels of planning to quality assure the P–12 curriculum, assessment and reporting framework (P-12 CARF) in both Montessori and mainstream classes and provide all 8 learning areas of the AC to students with precision and clarity.

Domain 7: Differentiated teaching and learning

Develop, document and implement prioritised, tiered complex case management processes that include school, family and external stakeholders to support the learning and wellbeing needs of identified students.

Domain 6: Systematic curriculum delivery

Broaden opportunities for collaborative planning to build teacher expertise in unit planning, differentiating teaching and learning, and consistently implementing the AC.