

# Glenmore State High School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.1 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Glenmore State High School** from **28 to 30 August 2018**.

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 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Kylie Cochran	Internal reviewer
Ken Rogers	External reviewer



## 1.2 School context

<b>Location:</b>	Cnr Bruce Highway and Farm Street, Glenmore
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1975
<b>Year levels:</b>	Years 7 to Year 12
<b>Enrolment:</b>	561
<b>Indigenous enrolment percentage:</b>	15 per cent
<b>Students with disability enrolment percentage:</b>	12 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	925
<b>Year principal appointed:</b>	2018
<b>Full-time equivalent staff:</b>	49
<b>Significant partner schools:</b>	Glenmore State School, Parkhurst State School and North Rockhampton State High School
<b>Significant community partnerships:</b>	Central Queensland Indigenous Development (CQID), Central Queensland (CQ) University
<b>Significant school programs:</b>	SCOPE



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), seven Heads of Department (HOD), 32 teachers, guidance officer, Business Manager (BM), two office staff, nine teacher aides, youth support coordinator, information technology technician, schools officer, Indigenous Elder, 52 students and five parents.

Community and business groups:

- CQ University representative, CQID representative, and Project Booyah representative.

Partner schools and other educational providers:

- Principal Glenmore State School and principal Parkhurst State School.

Government and departmental representatives:

- State Member for Rockhampton and ARD.

### 1.4 Supporting documentary evidence

Investing for Success 2018 Plan	Annual Implementation Plan 2018 – Writing and Mathematics
Headline Indicators (Term 1, 2018)	Strategic Plan 2015 - 2018
OneSchool	School Data Profile (Semester 1, 2018)
School newsletters and School Website	School Budget Overview 2018
Professional Development Outline 2018	School Facebook Page
School Improvement Targets	School Opinion Survey 2017
Responsible Behaviour Plan for Students 2018	Glenmore SHS Professional Development Framework
Data Analysis and Implementation Plan 2018 - 2019	Student Wellbeing at Glenmore (SW@G) Plan
Glenmore State High School – Excelling Together - Pedagogical Framework	Glenmore SHS 2018 Curriculum, Assessment and Reporting Framework: Australian Curriculum 7-10
Explicit Improvement Agenda 2018 – from Strategic Plan	



## 2. Executive summary

### 2.1 Key findings

#### **The leadership team is committed to high expectations of all learners.**

The leadership team expresses a desire to build positive relationships between teachers and students to maximise engagement in student learning and wellbeing. The school has a positive, caring and welcoming environment, and the tone is calm, friendly and ordered. Classrooms are supportive learning areas with posters and other artefacts assisting student learning. School grounds are presented in a manner that enhances student learning.

#### **The Annual Improvement Plan (AIP) for 2018 was developed using the inquiry cycle.**

The principal has led this process since the start of 2018 with three iterations resulting in the current AIP as new ideas emerged. This has led to the creation of the 'Inquiry Planner – AIP 2018 – Writing' and the 'AIP 2018 – Mathematics'. The school AIP focus areas are referred to regularly and displayed on the school sign to communicate with the whole school community.

#### **Procedures for monitoring the implementation of the AIP in writing and mathematics are outlined in the AIP documents.**

These procedures include walkthroughs, instructional rounds and reviews of curriculum assessment diagnostics. Staff members and school leaders indicate their belief in the value of these processes. These procedures are yet to be implemented as standard school practice across the school.

#### **The school has a published pedagogical framework.**

The published pedagogical framework was last revised in 2015. School leaders acknowledge that the current pedagogical framework requires review and refinement to ensure that all staff members understand the common expectations and practices for their day-to-day teaching.

#### **School leaders are conscious of the need to encourage teachers to promote deep learning by emphasising underlying principles and concepts.**

The school is focusing on the Collins<sup>1</sup> Writing approach and Reading to Learn as key strategies designed to ensure that all students have the skills and knowledge to fully access the curriculum. Some staff members indicate a degree of uncertainty regarding the link between these strategies and the Explicit Instruction (EI) pedagogical approach.

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<sup>1</sup> Collins, J. J. (2007). *The Collins writing program: Improving student performance through writing and thinking across the curriculum*. Collins Education Associates.



**Assessment and reporting processes are aligned with the curriculum and provide students and parents with information regarding the achievement of curriculum intentions and progress.**

Assessment outlines are provided to students and displayed in most classes. Data walls are recognised by teachers as supporting student goals. Some teachers indicate a more structured feedback process linked to these would enhance student achievement targets.

**The school's mantra, '*Excelling Together*', underpins all school teaching and learning programs and is based on the belief that every student can learn and have success.**

There is a literacy focus in Year 7 and Year 8 for students who are identified as achieving below National Minimum Standards (NMS). These students are enrolled in an alternate program with a reading focus to support literacy development with set targets established for the students. Some teachers indicate a degree of certainty regarding how Collins Writing and Reading to Learn should be incorporated in all planning to address the needs of these students. There is currently limited evidence of a similar focus on numeracy.

**The school provides professional learning activities through dedicated sessions at staff meetings on a weekly basis.**

Staff members state that this provides them with basic knowledge regarding initiatives including Reading to Learn and the Collins Writing approach. The school is developing a system of Professional Learning Communities (PLC) to encourage and support teacher led professional learning opportunities aligned to the priorities outlined in the AIP. The school is yet to develop a coherent, strategic, documented professional learning plan linked to the strategic priorities of the school.

**The school encourages members of the leadership team to undertake walkthroughs in all faculties.**

The school expectation is for teachers to be open to observation and feedback. Some staff members indicate a willingness to engage in more formalised processes of peer observation and feedback regarding their professional teaching practices. The school is yet to implement formal classroom visitation and feedback processes for all staff members.

**There is widespread recognition by teachers that students are at different stages of development in their learning.**

The school has practices established to support the development of Individual Curriculum Plans (ICP) for students one or more years below their curriculum year level. There is some evidence of staff roles and accountability in the development, endorsement and management processes when developing the ICP documents. The development of individual support plans for Aboriginal and/or Torres Strait Islander students outside the Special Education Program (SEP) currently appears limited.



**Teaching staff members express confidence in their ability to positively impact on student outcomes.**

Teaching staff members have high expectations for student engagement, attendance and positive dispositions for learning. Most staff members identify student attendance as the major concern in the school in conjunction with developing the best means possible to improve attendance levels.

**The widespread use of data walls has commenced.**

Staff members provide detail regarding the data conversations that have been occurring with regards to these walls. The data walls address a range of areas including A-C performance in core classes and attendance of students in the senior school.

**The school has articulated strategies for improving wellbeing based on the '*Dragon Spirit*' beliefs.**

Staff members are committed to continual improvement of student outcomes in wellbeing and academic areas. This is supported by the senior and junior student support committees in implementing the Student Wellbeing at Glenmore (SW@G) program.



## 2.1 Key improvement strategies

Ensure the school-wide organisational chart outlines accountability, line management responsibilities and targets with the aim of successfully implementing the Explicit Improvement Agenda (EIA) and AIP.

Ensure through rigorous monitoring, that EI is embedded as standard practice and ensure staff members understand the alignment of the Collins Writing approach and Reading to Learn with EI.

Ensure that the Collins Writing approach and Reading to Learn are incorporated into all unit planning and pedagogical practices.

Develop a whole-school professional learning plan, aligned to the school improvement agenda, based on the identified needs of teaching and non-teaching staff members, and incorporate milestones and timelines for the development of PLCs.

Implement formalised processes to encourage and support professional sharing of pedagogical expertise through peer observation and feedback.

Implement a structured and formalised whole-school feedback process to ensure student understanding and engagement in their learning progress.

Develop and document a line management process regarding ICPs and individual support plans for the whole school ensuring inclusivity.

Review school processes regarding improving student attendance and establish new directions with specific achievable targets.