Glenmore State High School

Executive Summary

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Glenmore State High School** from **30 May** to **1 June 2022**.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Cameron Hodges	Senior internal reviewer, EIB (review chair)
Darren Marsh	Peer reviewer
Shelley Lewis	External reviewer

1.2 School context

Indigenous land name:	Darumbal
Location:	Corner Bruce Highway and Farm Street, Rockhampton North
Education region:	Central Queensland Region
Year levels:	Year 7 to Year 12
Enrolment:	689
Indigenous enrolment percentage:	18.6 per cent
Students with disability percentage:	33.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	925
Year principal appointed:	2019

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), eight Heads of Department (HOD), Head of Special Education Services (HOSES), 39 teachers, guidance officer, four administrative officers, chaplain, Youth Support Coordinator (YSC), Community Education Counsellor (CEC), 11 teacher aides, two cleaners, 71 students, 14 parents and president and executive members of the Parents and Citizens' Association (P&C).

Community and business groups:

- Central Queensland University (CQUni) representative and Blueprint Career Development representative.

Partner schools and other educational providers:

- Principal of Glenmore State School and principal of Parkhurst State School.

Government and departmental representatives:

- Division 7 Councillor for Rockhampton Regional Council, State Member for Rockhampton and ARD.

2. Executive summary

2.1 Key findings

The school places a priority on attracting, retaining and developing the best possible teachers and school staff.

School leaders articulate a focus on developing teaching and non-teaching staff as part of a 'community of learners who are growing together' with many understanding the importance of continuous improvement of their teaching practice. Staff possess a range of experience, confidence and expertise across the range of learning areas. School leaders and teachers acknowledge the importance of working together to improve student learning outcomes and to continue developing and sharing deep understandings of how students learn.

The principal and school leaders are committed to the systematic use of data for driving school improvement.

A range of behavioural and achievement data is collected, analysed and shared with members of the leadership team to support enactment of the Annual Implementation Plan (AIP) priorities. School leaders acknowledge the benefits of establishing starting points for student learning at the commencement of the school year or a new unit. There is a dedicated data manager role within the Positive Behaviour for Learning (PBL) team. A range of behaviour data, including positive behaviour records, is systematically collected and used to inform the focus for regular PBL lessons.

School leaders and teachers are working towards prioritising the identification of learning needs for the range of diverse learners at the school.

A clear long-term vision for being a showcase school for inclusion is developing. A number of staff are employed to specifically support students with identified needs. An inclusion team, comprised of a Head of Special Education Services (HOSES), guidance officer, inclusion teachers and teacher aides, supports the identification and implementation of intervention strategies for identified students. Parents express appreciation for the role teachers and teacher aides play in helping students to develop, progress and celebrate success.

There is strong belief amongst staff that all students are able to experience success when provided with a safe, structured learning environment with clear expectations for behaviour and attendance.

Some staff members express that implementation of the PBL framework has seen some improvement in student behaviour, and that further improvement is possible with consistent implementation of agreed policies, procedures and consequences by all staff. Many staff members express that addressing and regular monitoring of student attendance should be a major priority of the school, and the collaborative development of an agreed approach to addressing this issue is required. There is a level of optimism amongst some staff and students that consistent implementation of PBL and the explicit teaching and targeted re-

teaching of expected behaviours will result in an improved teaching and learning environment.

School leaders articulate a focus on utilising a range of research-based teaching practices.

They recognise the importance of effective teaching as key to improving student learning. There is reference to a range of pedagogical approaches throughout the school including high-yield teaching strategies that are used to deepen students' learning engagement. Many staff members recognise the importance of including the school's agreed pedagogical practices in curriculum planning as well as ensuring that they are consistently implemented in their teaching. The school is reviewing its approach to observation and feedback, with an aim to include a focus on greater differentiated learning opportunities for teachers that meets individual needs. Many staff members express a willingness to participate in observation and feedback.

School leaders believe that a well-documented and resourced curriculum is crucial to future student success.

The school has a published unit planning template with an associated unit expectation checklist. The use of this template for unit plans across all faculties is yet to occur. Detailed lesson content and pedagogical considerations to meet the learning needs of all students is yet to be apparent in some of the templates used. A whole-school approach to moderation of the Australian Curriculum (AC) has commenced. Staff members have indicated enthusiasm for this process.

The Executive Leadership Team (ELT) are united in their commitment to continuous improvement in all aspects of the school.

They believe that the provision of a safe, orderly classroom environment, tailored support for all students and a range of appropriate pathways will provide a positive post-school option for all graduates. Some staff refer to improved communication across the school and articulate that improved communication at all levels should continue to be a focus. Community members and parents refer to the school's improved social media presence. Some staff members express a sense of optimism that significant improvements in school culture are possible if there is a united and consistent approach to the implementation of key strategies.

School leaders focus the provision of human, physical and financial resources on supporting the individual needs and aspirations of students.

Key school agendas in developing teacher capacity, PBL implementation and student wellbeing are supported through the prioritisation of financial resources through the annual school budget and Investing for Success (I4S) funding. There has been significant development of the school grounds to create an attractive campus. The Science, Technology, Engineering and Mathematics (STEM) garden has been developed to create an attractive, interactive learning space to develop student awareness of key science and mathematics concepts. The school has commenced the refurbishment of an existing storage

space into an automotive learning centre that will provide an industry standard training environment for Vocational Education and Training (VET) students.

Significant partnerships have been developed and a number of community businesses and organisations support the school.

The principal is committed to developing strong community partnerships to enhance student learning and wellbeing. A long-standing and productive partnership has been developed with Central Queensland University (CQUni) which is in close proximity to the school. Mutually beneficial partnerships are being explored for the future. The school has developed strong links with its partner primary schools including a differentiated transition program to cater for individual student needs. The Parents and Citizens' Association (P&C) has a positive relationship with the school and also supports the PBL initiative through the provision of popular tuckshop vouchers.

2.2 Key improvement strategies

Collaboratively develop and implement with collective buy-in, an attendance strategy focusing on in-school truancy with regular monitoring and inbuilt Quality Assurance (QA).

Collaboratively implement the PBL framework with fidelity, focusing on developing a collective understanding of the specific roles of all staff with a differentiated Professional Development (PD) program and inbuilt QA.

Collaboratively review and strengthen the process for teacher observation and feedback to support teacher capability development and consistent implementation of the school's agreed pedagogical approaches.

Review existing documentation to ensure all school curriculum planning aligns with the P-12 curriculum, assessment and reporting framework (P-12 CARF) and is monitored through a regular QA process.

Collaboratively review and regularly monitor communication protocols and modes of communication with all staff members, focusing on consistency of expectations and celebration of school achievements.