



School Improvement Unit Report

Glenmorgan State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Glenmorgan State School from 23 to 24 February 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Clive Street, Glenmorgan
Education region:	Darling Downs and South-West Region
The school opened in:	1933
Year levels:	Prep to Year 6
Current school enrolment:	12
Indigenous enrolments:	0 per cent
Students with disability enrolments:	0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1113
Year principal appointed:	2016 (acting)
Number of teachers:	1.41 (full-time equivalent)
Nearby schools:	Meandarra State School, Teelba State School, Hannaford State School, The Gums State School, Moonie State School, Westmar State School
Significant community partnerships:	Glenmorgan Crèche and Kindergarten (C&K), Glenmorgan/Meandarra Returned and Services League of Australia (RSL)
Unique school programs:	<i>Project club, Annual Wonder of Science program, Cluster Public Speaking Competition</i>



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director/Principal Supervisor
- a school visit of two days
- interviews with staff members, students, parents and community representatives, including:
 - The principal
 - One teacher
 - Two teacher aides
 - 12 students
 - Administration officer
 - School cleaner
 - Office of Ms Ann Leahy, State Member for Warrego
 - Seven parents including the president of the Parents and Citizens' Association (P&C)
 - Director, Glenmorgan C&K
 - Two principals of neighbouring state schools
 - Five community representatives

1.4 Review team

Gary Austen	Internal reviewer, SIU (review chair)
Judy Dale	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The school provides a positive learning environment for students, based on a culture of care, respect and student engagement.

Students, staff members and parents speak with pride about the school and the way in which it meets the learning and wellbeing needs of every child.

- Students, staff members and parents speak optimistically about the direction of the school.

There is a growing sense of optimism about the direction of the school after a short period of unrest. Staff and parents strongly value regular and open communication and the development of partnerships across the school and community.

- The school has a documented improvement agenda that emphasises improvement in reading and numeracy.

Strategic planning documents outline the school's improvement agenda. Specific strategies to drive gains in student achievement and teaching practice are yet to be fully developed.

- The school has a data and assessment schedule and uses student achievement data as a basis for identifying starting points for teaching.

The school collects a broad range of student achievement data. Teaching staff and parents indicate an enthusiasm to regularly engage in discussions with each other and with students to monitor learning progress, provide regular feedback and to establish goals for learning. The way in which the needs of more able students is targeted, is not clear.

- Professional learning is valued by staff members though is not always clearly targeted or aligned with the school's explicit improvement agenda.

A professional learning plan is yet to be documented. Regular cycles of observation and feedback are not yet embedded into the school's capability development process.

- The school has a documented curriculum framework and uses Curriculum into the Classroom (C2C) materials to support the implementation of the Australian Curriculum (AC).

The curriculum framework reflects the multi-age nature of the school. Opportunities exist to build regular cycles of collaborative planning for teaching staff and to strengthen the assessment and moderation processes.



- Staff members are committed to the development of good teaching and learning practices across the school.

A pedagogical framework is documented but does not appear to be guiding consistent teaching practice in the classroom. Students speak very positively of the learning environment in their classroom.



2.2 Key improvement strategies

- Sharpen the school's explicit improvement agenda to provide clear strategies to drive improvement in student achievement. Ensure that this agenda is accompanied by targets and milestones and that these are communicated regularly with students, staff members and parents.
- Develop a professional learning plan that supports the delivery of the school's explicit improvement agenda.
- Review the parent and community engagement framework as a basis for building sustainable parental confidence in the school and their engagement as partners in the school's improvement agenda.
- Implement systematic processes to embed data analysis, individual goal setting and student feedback. Align these processes with the school's drive for improved achievement for more able students.
- Provide consistency and clear direction for high-yield teaching practice through reviewing and refining the school's pedagogical framework.