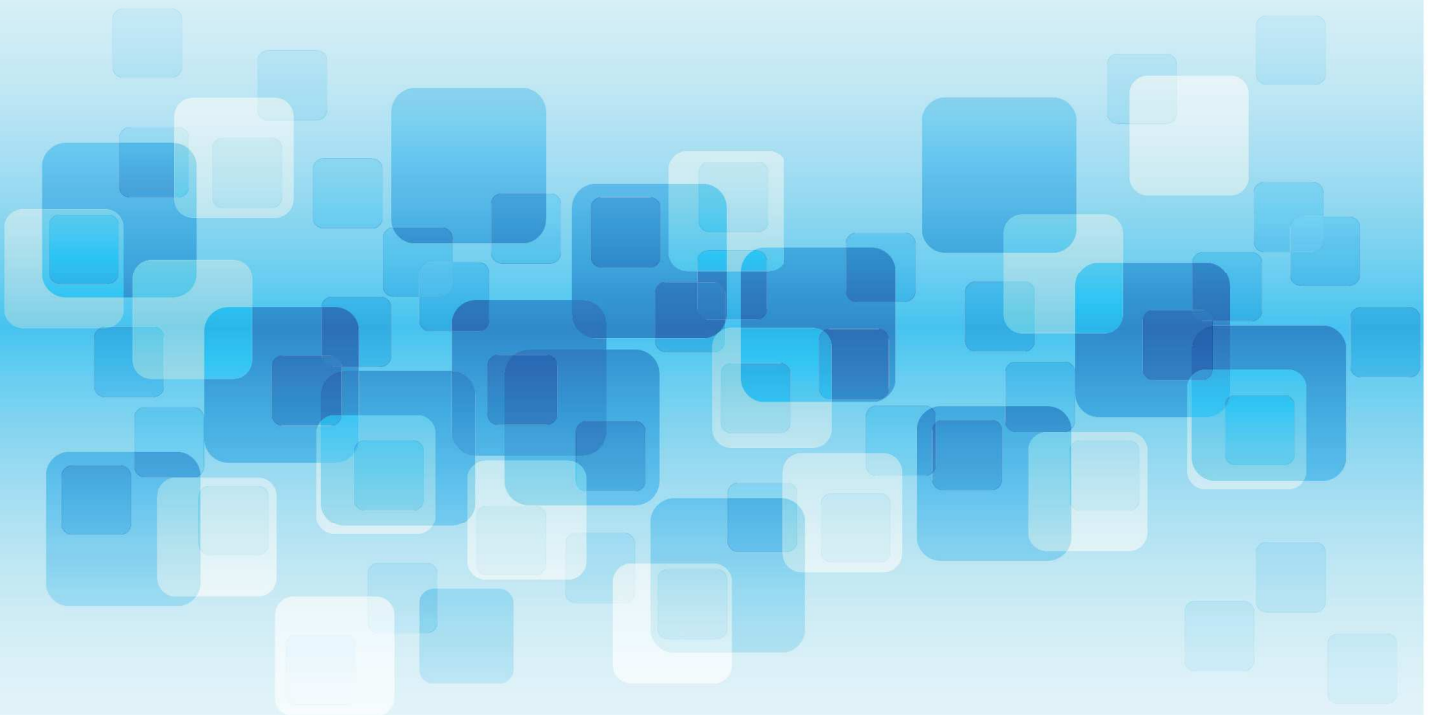




# School Improvement Unit Report

## Glenmorgan State School





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# 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

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

### 1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



## 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.



### 3. Findings and improvement strategies against the domains

#### 3.1 An explicit improvement agenda

##### Findings

The school expects all students to learn successfully and has high expectations for student engagement, attendance, behaviour and outcomes. This is reflected in the school's values and expectations which are known by all students and supported by parents.

Staff members are committed to improving student outcomes for all students. There is an optimistic commitment by school leaders and staff members to school improvement.

The school's Annual Implementation Plan (AIP) and strategic plan outline a number of priorities. School leaders and staff members consistently identify two key priorities. These are to improve numeracy and reading comprehension.

The school's Investing for Success (I4S) plan reflects these two priorities through specific targets and targeted resourcing.

There is some shared understanding by staff members, parents and students of the school's improvement agenda in reading and numeracy. Specific targets and strategies for improvement are yet to be fully developed and used to engage student learning.

Literacy and numeracy benchmarks and targets aligned to regional benchmarks are documented in the school's assessment schedule.

The school has made an effort to track student achievement levels over time. Student achievement is collected through a variety of data sources, including diagnostic testing.

There is evidence that the school is moving towards a systematic process to analyse data and to track student progress in the priority areas of reading and numeracy.

The school has a pedagogical framework. The degree to which this influences the daily practice of teaching staff is limited. The school is yet to develop reading and numeracy frameworks that describe clear strategies for explicit teaching in these priority areas.

Staff members are committed to finding ways to further improve the quality of teaching and learning across the school. The school is yet to develop a professional learning plan linked to the school's improvement agenda.

##### Supporting data

Strategic Plan 2012-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, pedagogical framework, curriculum plan, assessment schedule, budget overview, school professional development days, school website, school newsletters, staff, student, and parent interviews.





### **Improvement strategies**

Sharpen the school's explicit improvement agenda to provide clear strategies to drive improvement in student achievement.

Ensure that the improvement agenda is accompanied by targets and milestones and that these are communicated regularly with students, staff and parents.

Develop and implement a school reading framework.



## 3.2 Analysis and discussion of data

### Findings

The school leadership team and teaching staff view reliable and timely data as a key element in identifying starting points and to monitor improvement over time at an individual student and whole-school achievement level.

Time is set aside for the discussion of data and the implications for classroom practices.

The school has identified and can demonstrate that it is beginning to use assessment tools to monitor school-wide achievement and progress in the priority areas of literacy and numeracy.

Priority is given to school-wide analysis and discussion of a range of systematically collected data on student achievement in literacy and numeracy. There is a documented schedule for the collection of data on student achievement. The school's assessment schedule includes benchmarks and targets for spelling, writing, reading and numeracy.

The school intends to use data to inform student profiles. School leaders and teaching staff speak optimistically regarding the use of these profiles to inform differentiated teaching to address student needs. There is recognition of the potential value of using student profile data with individual students and their parents to establish goals to guide future learning.

The school uses a range of assessment tools to gather information regarding student achievement. These include PM Benchmarks, Probe, Spelling Mastery, Pat R and Pat M.

The school is yet to use data with students to encourage them to take responsibility for their own learning. There is limited evidence of student involvement in tracking and celebrating their progress in reading and numeracy. Students interviewed were not yet able to articulate their reading achievement levels and goals.

The school intends to review moderation practices within the school and participate in cluster moderation in 2016.

The school is committed to the effective use of data to inform school and classroom practices. Teaching staff recognise that further professional development and consolidation are needed to build skills in analysing and interpreting data.

Data is largely used to identify and monitor student learning. There is limited evidence of data being used to develop a culture of self-evaluation and reflection on teaching practices across the school.

There is some evidence of data being used to inform school-level decisions. Systematic processes for using data to monitor the effectiveness of interventions and initiatives over time are yet to be developed.



The school's National Assessment Program – Literacy and Numeracy (NAPLAN) results need to be interpreted with caution due to the small size of cohorts enrolled in the school. The achievement of students Mean Scale Score (MSS) is broadly consistent with those from Similar Queensland State Schools (SQSS). 100 per cent of students in Years 3 and 5 have achieved at or above the national minimum standard over the past three years in all areas tested.

### **Supporting data**

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, school improvement targets, pedagogical framework, curriculum plan, student profiles, assessment schedule, budget overview, staff, student and parent interviews.

### **Improvement strategies**

Implement a regular cycle of reviewing student data to plan for differentiation, reflect on teaching effectiveness and scaffold student ownership of learning.

Provide planned professional development opportunities for staff members to further develop data literacy skills.

Explore opportunities to consolidate and expand moderation processes within and beyond the school to ensure consistency of student achievement levels.



### 3.3 A culture that promotes learning

#### Findings

The school is strongly valued by students, staff members and parents. It is a major focal point for the community and local people speak with optimism about the direction of the school.

Students articulate an appreciation that the school is small in size and that teachers and students know and care for one another. Parents and staff members describe the value of knowing each student and have a shared commitment towards the learning and wellbeing needs of each student.

The School Opinion Survey (SOS) 2015 indicated a general decline in staff members and parent satisfaction. In 2015, 42.9 per cent of parents were satisfied that their child was getting a good education at the school, a fall from 85.7 per cent the previous year. Staff members' satisfaction with morale over the same period fell from 83.3 per cent to 37.5 per cent.

Many staff members and parents now highlight a re-developing sense of partnership in working together to partner in the school's learning agenda and that interactions between staff members, parents and families are caring, polite and inclusive. Parents strongly articulate a desire for communication that is open and for a culture that invites their involvement in the school.

There is a documented responsible behaviour plan and the three school rules are well known by students. Students can articulate the five key values of the school and the way in which these are promoted on the weekly school parade and state that bullying issues are negligible and that engaged learning occurs in the classroom. There have been no student disciplinary absences over the 2011-2016 period.

The rate of student attendance in 2016 was 93.3 per cent. The rate of students attending for less than 85 per cent in 2015 was 5.9 per cent. Strategies are in place to monitor and respond to attendance concerns.

Staff members and parents are committed to the learning of students and identify a desire to improve the percentage of students achieving in the Upper Two Bands (U2B) of NAPLAN performance. The way in which students are engaged in this culture of high expectations for their learning is unclear.

#### Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, budget overview, school website, school newsletters, classroom displays, School Opinion Survey, staff members, student and parent interviews.



### **Improvement strategies**

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.

Monitor staff morale and ensure proactive strategies are enacted to promote staff wellbeing.

Identify strategies to engage students as active participants in the creation of a shared culture of high expectations for learning.



### 3.4 Targeted use of school resources

#### Findings

The school generally applies its resources in a targeted manner to meet the learning and wellbeing needs of students.

The school is partnering with the Parents and Citizens' Association (P&C) to target the deployment of additional teacher aide time to support literacy and numeracy initiatives in the classroom. This strategy is directed towards ensuring that 66 per cent of Year 1 and Year 2 students exceed the regional PM benchmark in reading, and for more than 75 per cent of students to move into the upper two bands for numeracy and reading in NAPLAN. The school's P&C is contributing \$7000 towards this strategy.

The P&C is contributing additional resources towards the annual camp program and an interactive television.

The school has published an annual I4S agreement and is directing resources towards collaborative curriculum planning sessions each term, enrolling students into the *IMPACT* project offered through the Brisbane School of Distance Education (BSDE) and towards the purchase of PAT online testing materials.

Many students, staff members and parents comment on the availability of resources and facilities to support student learning.

School facilities and grounds are well maintained and are presented in a manner that reflects well on the school in its community.

A number of staff and parents express an interest in continuing to develop the school's use of information and communication resources in the classroom. In 2016, the school budget directs \$15,700 towards this purpose.

An amount of \$7401 is allocated, in 2016, to support professional learning in the school. Staff members generally articulate support for the availability of professional learning opportunities. The way in which these professional learning resources are targeted towards the school's improvement agenda is less evident.

Students access Language Other Than English (LOTE) through BSDE and other specialist teaching staff. These services are accessed on occasion.

The balance of the school account is \$92,305.

#### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, pedagogical framework, budget overview, school website, school newsletters, OneSchool, staff, student, and parent interviews.



### **Improvement strategies**

Review the school's professional learning budget to ensure that resources are targeted towards the achievement of the school's improvement agenda.

Build processes to regularly monitor the effectiveness of targeted resources in meeting student learning needs and school targets.

Continue to explore opportunities to develop the use of information and communication technologies in the classroom.



### 3.5 An expert teaching team

#### Findings

The Annual Improvement Plan (AIP) 2016 identifies professional learning as a key driver for improved teaching and learning in the school.

A professional learning plan, to align professional learning, coaching, observation, feedback and mentoring with the school's improvement agenda, is yet to be developed.

The principal has only recently been appointed to the school and articulates an intention to build more formalised cycles of observation and feedback into the work of staff members.

Some informal walk-throughs occur.

Some staff members can discuss feedback received and how this has been used to inform individual performance planning.

Performance plans are published for some staff members. These plans do not appear to be used as a basis for regular or ongoing conversations regarding developing performance or capability.

The AIP references the use of the Australian Institute of Teaching and School Leadership (AITSL) standards to align teacher capability development with school priorities. There is an intention to begin this process in the near future.

Most staff members indicate that professional development is readily available, if required, and that cluster-based professional development occurs on student-free days at the beginning of the school year.

The principal works with a leadership coach and is beginning to build networked learning relationships with other schools in the cluster.

Staff member expertise is utilised and an additional teacher is employed for two days per week for specific programs including science, the arts and problem solving.

#### Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, pedagogical framework, curriculum, assessment and reporting framework, budget overview, school professional development days, performance development plans, staff interviews.





### **Improvement strategies**

Design and publish a whole-school professional learning plan and align professional learning programs with the school's improvement agenda.

Implement regular cycles of observation and feedback into the ongoing work of staff members.

Develop documented performance planning processes involving all staff members.

Build networked school learning partnerships, including principal-principal mentoring relationships.



### 3.6 Systematic curriculum delivery

#### Findings

The school has a documented curriculum framework that outlines the arrangement of units of work using Curriculum into the Classroom (C2C) resources. The curriculum framework reflects the multi-age nature of the school with Prep to Year 2, Years 3 and 4 and Years 5 and 6 junctures. A cyclical program to ensure consistency across the years of schooling is evident.

The documented framework does not yet include clarity regarding targeted time allocations for assessment, moderation, reporting or guidelines.

Curriculum has, at times, been shared with parents through newsletters and in P&C meetings.

Parents communicate growing levels of satisfaction with the provision of homework that is targeted towards consolidating concepts taught in the previous week. Some parents would like homework routines that will support their child's transition to boarding school at the completion of primary schooling.

Parents express confidence that the school prepares their child for the academic requirements of secondary schooling.

The provision of teacher release for shared curriculum planning is documented in the AIP. Teaching staff indicate challenges with the time required to unpack units of work to provide clarity regarding the coverage of key content descriptors, achievement standards, and adjustments to assessment tasks.

An awareness of the value of embedding locally relevant learning experiences within units of work is articulated. There is an intention to develop these processes.

Students and parents express an interest in regular feedback about student learning progress and student assessment. Moderation processes beyond the school have occurred spasmodically through the years and are dependent upon the local cluster of schools.

Reporting to parents occurs through formal written and oral reporting periods each semester and informal conversations at the school. Some parents articulate a desire for early information where their child may be falling below the year level expectations.

#### Supporting data

Strategic Plan 2013-2016, Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, pedagogical framework, curriculum framework, performance development plans, school website, school newsletters, staff member, student, and leadership team interviews.



### **Improvement strategies**

Review the school curriculum framework to provide clarity with regards to assessment, moderation, reporting, and recommended time allocations.

Develop regular cycles of collaborative planning to unpack units of work and to document key adjustments made to C2C units.



### 3.7 Differentiated teaching and learning

#### Findings

The school places a high priority on ensuring that, in day-to-day teaching, learning needs are identified and addressed for all students.

Teaching practices reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of being successful learners if given appropriate learning opportunities and support.

The school works to meet the needs of all students including students needing support to reach achievement standards and for high-achieving students. The school is yet to develop a systematic and cyclic approach to regularly identifying and responding to student needs.

Parents generally speak positively of how well staff members recognise and respond to the needs of individual children and support plans to use student profiles as a basis for three way learning conferences. Some parents express frustration with the provision of timely information regarding their child's progress.

Individualised learning plans for students with specific learning goals and targets are yet to be developed.

The school is working towards developing a data culture as a foundation for school-wide differentiation. A range of student achievement data is collected in literacy and numeracy and teaching staff are beginning to use this data to modify practice and programming to address the day-to-day learning needs of individual students.

Student learning needs are addressed through a range of differentiation strategies including ability grouping, one-on-one teaching instruction and adjusted programming.

The school uses on-line learning programs including *Study Ladder*, *Mathletics* and *IMPACT* to individualise instruction for students. Teaching staff express an interest in further developing their skills and knowledge in the use of available Information and Communication Technology (ICT) resources to engage students and meet individual learning needs.

A range of programs to enrich and extend student learning is offered by the school. This includes accessing opportunities for students beyond the school through on-line learning programs, visiting specialists and student involvement in special activities including the *Flying Arts program* and *Wonders of Science project*. Teaching staff identify the potential of collaborating with other local schools to provide further learning opportunities and experiences for students.

Staff members acknowledge the need to strengthen the school's strategy for responding to and extending high ability students.



### **Supporting data**

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, pedagogical framework, curriculum plan, assessment schedule, student profiles, student work samples, classroom displays, OneSchool, staff, student and parent interviews.

### **Improvement strategies**

Develop a systematic and cyclic approach to regularly identifying and responding to student needs.

Develop a whole-school process for engaging students in goal setting, monitoring their own learning and celebrating successes.

Monitor and review the effectiveness of programs for the full range of learners with a focus on extending students achieving at or above targets.



### 3.8 Effective pedagogical practices

#### Findings

The school team is committed to improving teaching practices to ensure every student is engaged, challenged and learning successfully.

Teaching staff plan and deliver classroom activities that are engaging, purposeful and maximise student learning.

A pedagogical framework is developed which draws on an extensive number of models and approaches to guide teaching practice. The school leadership team acknowledge the complexity of the current framework and the need to refine it to more clearly identify the effective teaching practices to be used consistently.

Teachers identify the need for more consistency in the application of these practices and the use of common language to consolidate learning strategies with students.

Teaching staff are confident in using explicit instruction strategies and speak of the benefits of using these including the *Gradual Release model*, *warm ups*, *We are learning to (WALT)*, *What I'm looking for (WILF)* and *This is because (TIB)*. They acknowledge that these are not currently regular classroom practices.

The school is developing a set of problem solving strategies to scaffold teaching in the school priority area of numeracy.

A reading framework to guide effective practice in the teaching of reading is yet to be developed.

Subject specific pedagogies are yet to be clearly defined in most areas. Students are unable to identify key strategies used to decode or comprehend in reading. A consistent meta-language for teaching and learning in reading is yet to be developed.

There is some evidence that students receive feedback from teaching staff. Feedback is provided in a number of ways including conferencing, criteria sheets, and comments on bookwork.

Alignment between individual student goals and feedback given to students is developing.

Cycles of regular and detailed feedback for teaching staff and teacher aides are yet to be implemented.

#### Supporting data

Annual Implementation Plan 2016, Investing for Success 2016, School Data Profile, Headline Indicators, pedagogical framework, curriculum plan, assessment schedule, classroom displays, student work samples, staff, student and parent interviews.



### **Improvement strategies**

Review the school's pedagogical framework as a foundation for consistency of quality practice across the school.

Plan opportunities for the development of teaching practice in line with the school's improvement agenda and the pedagogical model.

Develop an explicit approach to providing feedback and support for staff members to improve teaching practice.



### 3.9 School and community partnerships

#### Findings

The school team is actively seeking ways to strengthen partnerships with families, community organisations and cluster schools to enhance student outcomes.

An active and committed P&C support school initiatives through the provision of additional funding of resources. The P&C engages wider community through the hosting of community events including a camp draft competition and trail ride. These events are supported by past students and community members.

There is evidence that parent satisfaction regarding how the school communicates with parents is improving. Parents value opportunities to be involved in the school. The school is yet to formally develop a parent and community engagement framework.

The school participates in cluster initiatives to provide students with a range of opportunities including a public speaking competition, sports carnivals and trials, enrichment days, Under 8s day and leadership camps. Parents and students value the learning and social opportunities these cluster initiatives provide.

The benefits provided by professional learning partnerships with local cluster schools demonstrate a commitment to engaging in these opportunities. The principal recognises the value of participating in cluster learning and coaching opportunities to build leadership capability.

A partnership with the local Crèche & Kindergarten Centre (C&K) has been established. Staff members from the centre speak positively of the partnership and appreciate the opportunities provided for students from the C&K to participate in a range of activities including Under 8s, enrichment activities, learning celebrations and performances. The school and C&K collaborate to provide a transition program for students moving into Prep.

Parents speak positively of the levels of preparedness of their child for secondary school, many of which are boarding schools. Some parents identify that students may benefit from a stronger focus on learning behaviours such as time management in their senior years at primary school.

The Glenmorgan-Meandarra RSL organisation speaks highly of their relationship with the school and its engagement in community events.

The school partners with the University of Queensland through the *Wonders of Science project* which involves utilising the services of a science ambassador to support student learning and participation in an investigative approach to science. Students from the school have received awards recognising the quality of their learning in this area.





### **Supporting data**

Annual Implementation Plan 2016, School Data Profile, Headline Indicators, school website, school newsletters, staff member, student, parent, and community member interviews.

### **Improvement strategies**

Continue to build networked school-school partnerships to support student learning programs and professional learning for staff members.

Explore opportunities to further strengthen transitions across the junctures of schooling.



#### 4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.
- School to meet with Assistant Regional Director/Principal Supervisor to discuss review findings and improvement strategies.