School Improvement Unit Report

Greenmount State School

Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Greenmount State School from 23 to 24 April 2015. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Haldon Street, Greenmount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1901</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>33</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>29 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>12 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>944</td>
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<tr>
<td>Year principal appointed:</td>
<td>2012</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>2</td>
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<tr>
<td>Nearby schools:</td>
<td>Emu Creek State School, Nobby State School, Coominya State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Greenmount Hall, Greenmount Post Office</td>
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<td>Unique school programs:</td>
<td>Options Program, Playgroup</td>
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1.3 Review methodology

The review was conducted by a team of 2 reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information including the website.
- consultation with the school’s Assistant Regional Director/Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two teachers
  - 20 students from across Prep to Year 6
  - Cluster Head of Special Education Services (HOSES)
  - Principal of Clifton State High School
  - Three teacher-aides
  - Four playgroup parents and playgroup children
  - Parents and Citizens Association (P&C) president and two parents
  - Councillor Taylor

1.4 Review team

John Enright  Internal Reviewer, SIU (review chair)

Suzanne Innes  External Reviewer
2. Executive summary

2.1 Key findings

- There is a strong collegial culture of mutual trust and support among school staff.
  
  A positive and mutually supportive relationship exists between the principal, staff, community members and the student body. There is an overt sense of partnership promoting learning that extends to the broader school community.

- The school improvement agenda is captured in key school documents.
  
  School staff are committed to improving learning outcomes for all students. The improvement agenda lacks definition and a clear focus. Key priorities are yet to be embedded in classroom practice and there is little evidence of a consistency of understanding in regards to this agenda or of its communication to the wider school community.

- The school systematically collects a range of student data.
  
  There is an annual data collection plan in place and the staff use this data to inform intervention for the full range of students. The school is increasingly moving towards a systematic process to analyse this data to inform differentiated teaching practices. School staff are committed to further learning in this area.

- The school has a curriculum and assessment overview based on the Australian Curriculum.
  
  Planning time is not formally scheduled where teachers can discuss the whole school systematic delivery of curriculum. This has resulted in an inconsistency of approach across the school.

- The school has a comprehensive pedagogical framework which draws on research-based practice and has been collaboratively developed for all schools within the Clifton Cluster.
  
  Explicit instruction is the school’s defined pedagogical approach. The school is working on consistently implementing all stages of this approach. A whole school approach for the teaching of reading and writing is yet to be embedded across the school. A program targeting writing has produced improvements for students.

- A formal Professional Learning Plan is yet to be developed.
  
  A variety of professional development and planning activities are undertaken by staff to develop their knowledge and teaching practice, however there is no formal plan which clearly aligns staff professional development to the improvement priorities and the embedding of school programs.
• The school and its broader community are a strong partnership working together to improve student academic and wellbeing outcomes.

The school is held in high regard by the community. There is widespread and strong involvement from the parent body and the local community.

Many programmes are run in collaboration with the school and its community. These include a volunteer reading program, market stall in town, community celebrations – ANZAC day, fundraising activities, the school's Options Program, strong tuckshop support, 0-5 years playgroup and health/wellbeing programs on site for staff and families.
2.2 Key improvement strategies

- Ensure there is a clearly articulated and defined whole school improvement agenda and that it addresses targets, timelines, resources and professional development. This agenda will espouse high expectations and needs to be embedded in all classrooms and communicated to all stakeholders.

- Continue working with and embed the pedagogical framework across the school focusing on high expectations and all stages of the explicit instruction model.

- Continue to embed a consistent school-wide approach which identifies and defines school-wide programs for the teaching of literacy (reading and writing) and numeracy across all Key Learning Areas (KLAs) and all year levels.

- Undertake professional development and planning to enhance OneSchool data entry and to build staff capacity to analyse the full range of data to inform teaching and differentiate learning.

- Develop a school-wide professional learning plan that systematically outlines the professional development and training that is required to meet staff and student needs.

- Continue to embed and enhance the systematic schedule of feedback and observation for teaching staff and the principal. This would include on-site classroom visits and the securing of a coach for the principal.