Glass House Mountains State School

Executive Summary

School and Region Reviews

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Glass House Mountains State School** from **13** to **15 July 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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Scott Medford	Internal reviewer, SRR (review chair)
Tracey Kenway	Peer reviewer
John Enright	External reviewer

1.2 School context

Indigenous land name:	Gubbi Gubbi people
Location:	Coonowrin Road, Glass House Mountains
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	444
Indigenous enrolment percentage:	7.7 per cent
Students with disability percentage:	13.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	993
Year principal appointed:	2022 – acting

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), Business Manager (BM), Head of Special Education Services (HOSES), 25 teachers, 10 teacher aides, administration officer, technology technician, chaplain, facilities officer, three cleaners, 20 parents/carers and 68 students.

Community and business groups:

- Secretary of Returned and Services League of Australia (RSL), representative of Bassett Barks, coordinator of Camp Australia and two Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Glass House Early Education Centre, Goodstart Glass House Mountains, Beerwah State High School, two regional Principal Advisors – Teaching and Learning (PATaL) and Guidance Officer – Social Emotional Wellbeing (GOSEW).

Government and departmental representatives:

- State Member for Glass House and Lead Principal.

2. Executive summary

2.1 Key findings

Staff are deeply committed to the holistic development of all students.

The school is driven by a belief that every student is capable of successful learning and is underpinned by the school's vision of '*Embrace the future together: caring, learning, succeeding'.* Building and maintaining relationships across the school community is prioritised. The school strives to develop and maintain a learning environment that is safe, respectful, tolerant, and inclusive.

School leaders and teachers are committed educators who express a desire to engage in regular intentional collaboration with colleagues to further enhance their practices.

Many teachers communicate that the recent implementation of the Collaborative Assessment of Student Work (CASW) and the cooperative approach to this work is appreciated. Teachers express that this work has provided clarity and purpose to allocated collaboration time and express excitement for strengthening their growing knowledge of CASW processes to further enhance their teaching.

The leadership team is committed to the improvement of educational outcomes at the school.

The 2022 Annual Implementation Plan (AIP) outlines three main priority areas with supporting improvement strategies. The newly formed leadership team has developed and communicated roles and responsibilities for the implementation of the improvement strategies in driving the Explicit Improvement Agenda (EIA). The leadership team acknowledges that to further implement the actions outlined in the AIP there is a need to develop, document, and communicate a unified set of strategic actions aligned to identified targets to refine and strengthen the EIA, supported by a distributed instructional leadership approach.

Staff meetings are viewed by many as valued time to learn and understand the direction of the school.

Staff engage in professional conversations that include reflecting on teaching practice. School leaders express that this is an opportunity to be learners alongside teachers, and communicate a desire to improve this practice in the future. The recent implementation of the CASW and the collaborative way this work is conducted is appreciated by staff. The leadership team acknowledges that the next step is to collaboratively develop and document whole-school shared understanding and expectations for CASW. This approach requires aligned responsibilities and accountabilities for all leaders and teachers.

The leadership team has a roles and responsibilities matrix that outlines distributive leadership aligned to components of the EIA and operational management tasks.

The school has implemented a term-by-term Professional Development (PD) plan that outlines the staff meeting focus, CASW and moderation capability development sessions, and teacher aide meeting schedule. School leaders express a desire to strengthen this plan to address all capability development in detail aligned to the EIA. The leadership team acknowledges that the roles, responsibilities, and accountabilities of key staff aligned to the EIA and identified curriculum and pedagogy priorities require strengthening.

Teachers engage in evidence-based teaching strategies.

School leaders recognise that improved teaching is the key to improving student learning. The leadership team prioritises effective, evidence-based teaching strategies and references Lyn Sharratt's book Clarity[1] and the Gradual Release of Responsibility (GRR) model as underpinning research bases. The expectations and shared understanding regarding the use of these effective teaching strategies, aligned to the EIA, are yet to be embedded.

School leaders and teachers place a high priority on catering for the diverse needs of students, including social and emotional wellbeing.

The school has recently introduced a more inclusive education approach to better meet the needs of all students. Some school leaders and teachers articulate a need to collaboratively develop and communicate a whole-school approach and vision for inclusivity to strengthen school and community members' understanding. Some staff communicate a need to engage and continue in this work with specialist regional support, and document the collective vision, processes, and practices for inclusive education at the school.

Students express appreciation for the positive relationships they have with teachers and the opportunities the school provides them.

Students and staff have an obvious sense of belonging, and interactions with staff, parents and students are polite, inclusive, and respectful. Staff are dedicated to providing a nurturing, caring and future-focused learning environment where all students are able to achieve. Teacher aides play a vital role in supporting teaching staff in a range of teaching and learning programs across the school and are valued members of the school team.

Students, staff, and parents display a sense of pride in the school grounds and facilities, ensuring that they are ready for teaching and learning each day.

Teachers present their classrooms as intentionally inviting places where students are able to actively engage in learning. There is a clear commitment in the school to support student learning, which is reflected in the sophisticated way resources are allocated in an intentional, targeted manner to meet local and system priorities.

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[1] Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading.* Corwin.

2.2 Key improvement strategies

Develop, document, and communicate a unified set of strategic actions, aligned with identified targets, to refine and strengthen the EIA, supported by a distributed instructional leadership approach.

Collaboratively develop and document a whole-school shared understanding and expectations for the alignment of the agreed CASW approach with the EIA, including responsibilities and accountabilities for all leaders and teachers.

Provide PD to key staff to build their capability to enact the roles, responsibilities, and accountabilities aligned to the EIA and identified curriculum and pedagogy school priorities.

Collaboratively develop and implement a set of agreed pedagogical practices based on research and aligned to the EIA.

With regional support, collaboratively develop and document a collective vision, processes and practices for inclusive education.