School Improvement Unit
Report

Glamorgan Vale State School
Executive Summary
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1. Introduction

1.1 Background
This report is a product of a review carried out at Glamorgan Vale State School from 25 to 26 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>750 Glamorgan Vale Rd, Glamorgan Vale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1875</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>70</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>10 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>4 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>965</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2011</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>3</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Fernvale SS, Lowood SS, Haigslea SS, Marburg SS.</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>CWA, Country Fair Sponsors.</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Annual country fair, grandparent’s day and grandparent’s garden.</td>
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</table>
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 Principal Supervisor
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Administration officer
  - Two classroom teachers
  - Learning support / administration teacher
  - Two teacher-aides
  - Music teacher
  - Physical education teacher
  - Advisory visiting teacher (AVT)
  - 20 students
  - Parents and Citizens’ Association (P&C) President
  - 10 parents
  - Principal of Lowood State High School

1.4 Review team

Lee Gerchow  Internal reviewer, SIU (review chair)

Marie Hillyard  Peer reviewer
2. Executive summary

2.1 Key findings

- Parents and caregivers speak highly of the school and staff and there is a clear sense of community ownership and pride.

Parents were particular to praise the school’s prompt responsiveness to their enquiries or concerns and the high standards set by the school for behaviour and conduct of all members of the school community. Parents commented favourably on school communication with them and praised the open door policy of the school and the approachability and responsiveness of the Principal and other staff.

- The school has a team of dedicated and professional teachers and teacher-aides who are focussed on the best possible outcomes for all students.

Teachers and teacher-aides indicate a high degree of commitment to improving their practice, openness to feedback and an eagerness to learn from evidence-based approaches.

- The school staff and parents are united in their commitment to improve learning outcomes for all children in the school.

There is a general understanding that reading, writing and spelling improvement are priority areas. Teachers are able to articulate the focus on reading, spelling and writing in their individual classrooms. Limited attention has been given to specifying detail around a whole school approach to these areas or communicating this to all stakeholders. Parents and caregivers speak highly of the school and staff. Parents commented favourably on school communication with them and praised the open door policy of the school and the approachability and responsiveness of the Principal and other staff.

- Staff have analysed student achievement data sets over a number of years and are aware of data trends and areas for improvement.

There is evidence of continual informal and formal data analysis and discussion between the principal and other staff. The school uses an array of diagnostic tools. There is a published internal monitoring schedule with targets and timelines. This schedule does not capture the full range of measures currently in use.

- The school has a curriculum plan drawn directly from the Curriculum into the Classroom (C2C) resource that aligns with the Australian Curriculum (AC)

Teachers use this as a guide in a two year teaching cycle to cater for multi-age classes across the school. The plan is supported by overviews for each of the three classes. Some evidence of backward mapping to the AC via the scope and sequence is evident as is the adaptation of content to the local context. This is not yet consistent in all classes.
The school has a pedagogical framework underpinned by the Explicit Instruction (EI) model.

Staff members are explicit in their desire to see consistent effective teaching practices occurring across the school. Plans exist to commence formal observations and feedback to staff linked to the developing performance framework and the school’s explicit instruction pedagogy. Practices of student goal setting are yet to be implemented.
2.2 Key improvement strategies

- Review and refine the current whole school improvement agenda to ensure a narrow and sharp focus on reading, spelling and writing and communicate this to the whole school community.

- Revise and document the school’s assessment schedule to include all of the measures currently in use including updated targets and timelines.

- Establish cycles for regular observation and feedback for staff, aligned to the school’s improvement agenda.

- Conduct regular curriculum planning meetings to ensure adaptation of C2C units is consistent and the coverage of content is quality assured against the AC scope and sequence.

- Implement a consistent school-wide approach to student goal setting.