



School Improvement Unit Report

Glenmore State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Glenmore State School from 14 to 16 October 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

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| Location: | 241-259 Farm St, Kawana |
| Education region: | Central Queensland |
| The school opened in: | 1889 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 428 |
| Indigenous enrolments: | 29 per cent |
| Students with disability enrolments: | 12 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 902 |
| Year principal appointed: | 2015 |
| Number of teachers: | 32 |
| Nearby schools: | Glenmore State High School, Park Avenue State School |
| Significant community partnerships: | Glenmore State High School, John Fleming and Haileybury College, Baptist Church - Hope Program, Family Connect Program, breakfast club |
| Unique school programs: | Positive Reinforcement and Intensive Social Education (PRAISE) positive behaviour program, Step into Prep |



1.3 Review methodology

The review was conducted by a team of three 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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Deputy principal (acting)
 - Head of Special Education Services (HOSES) (acting)
 - Head of Curriculum (HOC)
 - Master teacher
 - Support Teacher Literacy and Numeracy (STLaN) (acting)
 - Business Service Manager (BSM), two administration staff members
 - 25 teachers, four teacher aides
 - 30 students
 - 15 parents
 - Creche and Kindergarten (C&K) teacher
 - Mr Stephen Schwarten, Rockhampton City Council
 - Indigenous education worker
 - Three members of Rockhampton Baptist Church
 - Deputy principal, Glenmore State High School
 - Tuckshop convenor

1.4 Review team

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| Peter Doyle | Internal reviewer, SIU (review chair) |
| Bernadette Hanna | External reviewer |
| Francis Schoonderbeek | External reviewer |



2. Executive summary

2.1 Key findings

- The school places the highest priority on supporting the learning and wellbeing of all students.

Positive and caring relationships among students and staff are strongly evident in classrooms and the playground. The school has developed a whole-school approach to promoting positive behaviour. Behaviour across the school is exemplary.

- School leaders are committed to finding ways to improve on current student outcomes.

The sustained approach to improving pedagogy through explicit instruction has strengthened the belief and focus by staff and students on successful learning for all students.

- The recently appointed principal is continuing to drive the school improvement agenda and staff are committed to enhancing learning outcomes for all students.

The school has undergone significant change in the school's leadership, with several members of the leadership team new to the school or to their respective roles. Roles and responsibilities for driving the improvement agenda are continuing to evolve and a detailed action plan including specific targets and timelines is yet to be developed.

- The school has implemented the explicit instruction model and is recognised as a 'lighthouse' school in this area.

All teachers understand and use explicit instruction to maximise student learning. The principal and leadership team maintain a continual focus to support teachers in achieving a full implementation of the model.

- School leaders recognise that there is a need to review initiatives and undertake a strategic approach to student attendance.

Student attendance continues to be a concern. Processes are in place for following up unexplained absences, although these have had limited long-term impact.

- The leadership team places a high priority on the analysis and discussion of data to inform teaching practice across the school.

School leaders and staff use data to guide decision-making and make adjustments to teaching and learning. National Assessment Program – Literacy and Numeracy (NAPLAN) data suggests that learning outcomes for high achieving students and upper two band achievement need further attention.



- Prep students from a number of early childhood providers enrol at the school.

Visits are made to these providers to promote Glenmore State School. A Creche and Kindergarten (C&K) is located within the school grounds. The school's music teacher visits once a week to conduct music lessons. There is limited other formal interaction between the C&K and the school.



2.2 Key improvement strategies

- Develop and implement the school's explicit improvement agenda to identify key actions, specific targets and timelines with the provision of appropriate resources.
- Implement strategies led by a dedicated team to provide a sharp and deliberate focus on improving student attendance, particularly to support Indigenous students and families. Ensure data and initiatives are systematically monitored and implemented.
- Implement targeted strategies to improve outcomes for high achieving students and upper two band achievement.
- Develop links with early childhood providers to build networks to share professional knowledge and prepare children for entry into Prep.