

Greenslopes State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Greenslopes State School** from **15 to 19 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Phil McLucas	Internal reviewer, SIU (review chair)
Georgia White	Peer reviewer
Sarah Fraser	Peer reviewer



1.2 School context

Location:	Logan Road, Greenslopes
Education region:	Metropolitan Region
Year opened:	1890
Year levels:	Prep to Year 6
Enrolment:	330
Indigenous enrolment percentage:	3.0 per cent
Students with disability enrolment percentage:	1.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1103
Year principal appointed:	2016
Full-time equivalent staff:	25
Significant partner schools:	Eastern Alliance Cluster schools - Dutton Park State School, Carina State School, Camp Hill State Infants and Primary School, Coorparoo State School, East Brisbane State School, Whites Hill State College, Coorparoo Secondary College, Brisbane School of Distance Education (BSDE)
Significant community partnerships:	Greenslopes Baptist Church, Independent Grocers of Australia (IGA), Brisbane City Council
Significant school programs:	Reading to Learn (R2L) program, Prep to Year 2 early intervention program, Read It Again!, Middle school transition program, Year 5 science extension, Bridge Builders program, school leadership program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), guidance officer, Business Services Manager (BSM), Parents and Citizens' Association (P&C) executive, 18 parents, 23 students, Support Teacher Literacy and Numeracy (STLaN), students with disability teacher, 21 teachers and Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Eastern Alliance Cluster schools.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2, 2106)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey (2016)
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

School staff members demonstrate a clear understanding of the importance of positive and caring relationships with students.

Mutually respectful teacher-student interactions are apparent in the school. Staff members, students and parents articulate the strong sense of community and pride they have in their school.

Teachers provide professional and personal support for each other through informal interactions and collegial coaching triads.

Teachers report that they seek advice by referring to their colleagues with particular expertise or refer to members of the administration. Strong informal partnerships exist between teachers and teacher aides based on a mutual commitment to improving student learning.

New leadership structures are established and further refinement is occurring.

A range of specialist teachers are currently working in the school to support the learning of individual students. The current leadership team consists of principal, deputy principal and Prep to Year 2 intervention coordinator. The principal indicates that further clarification of the roles and responsibilities of the principal, key personnel and staff members in leading and actioning the Explicit Improvement Agenda (EIA) is required.

The school has developed a curriculum committee led by the principal and deputy principal and includes the Prep to Year 2 intervention coordinator.

The planning process allows some consolidated time for teachers to plan curriculum units in English. The process to provide opportunities for year level cohorts to collaboratively plan and to ensure the horizontal and vertical alignment of the curriculum is yet to occur. The school indicates a need to plan a range of curriculum areas collaboratively to further develop deep understanding of the Australian Curriculum (AC).

Staff members are committed to the success of all learners and teaching practices reflect the belief that students are at different stages of learning and progress at different rates.

School leaders explicitly encourage classroom teachers to identify and address the learning needs of the full range of students. The school has established data conversations to assist teachers with varying levels of experience to analyse their class data routinely and make timely adjustments to classroom activities. Teaching staff members work to ensure that most students are engaged by designing class activities that meet their learning needs. Teachers consult with parents, colleagues, specialist teachers and with students to ensure reasonable adjustments are made to meet the needs of students with disability, including through the development of some individual learning plans. The level to which teachers document teaching adjustments in planning varies.



The Prep to Year 2 intervention coordinator is providing some informal opportunities for modelling.

There have been opportunities for some teaching staff members to observe reading practice in other schools to inform their pedagogy. Vignettes of productive pedagogy in reading are created and uploaded to the school curriculum edStudio to assist with consistency of practice across the school. The teaching team participates in a triad collegial coaching system each term and teachers speak positively regarding this process. Further formalised observation and feedback to staff members from a range of instructional leaders to continue building consistency of practice is yet to be fully developed.

The principal has developed a corporate governance structure that includes team members who are responsible for strategic leadership in management, leadership and teaching and learning across the school.

This team includes the principal, deputy principal, guidance officer, Prep to Year 2 intervention coordinator, Speech Language Pathologist (SLP), Support Teacher Literacy and Numeracy (STLaN), students with disability specialist teacher, English as an Additional Language or Dialect (EAL/D) teacher and year level team leaders. These school leaders are supported in their work by the Business Services Manager (BSM). Further alignment of the focus of all specialist teachers to support the school's EIA and gauge the effectiveness of these allocations is yet to be fully developed.

Parents and families are recognised as integral members of the school community and partners in their child's education.

Parents express strong support for the school's approaches to teaching and learning including an open door policy to communicate with teachers. The Parents and Citizens' Association (P&C) supports school initiatives through the provision of additional funding of resources. Parents demonstrate a strong commitment to and speak highly of the school. Parents articulate they appreciate the friendly small school atmosphere and find staff members approachable. Parents comment highly regarding the staff's commitment to student learning and wellbeing and articulate that they are comfortable approaching teachers, the principal or other members of the administration team to discuss any matters that arise with their child. Parents comment on the high levels of trust they have in the principal and staff members.



2.2 Key improvement strategies

Develop a statement of roles and responsibilities that includes accountabilities, key actions and implementation timelines for all staff members and ensure these are effectively communicated to, and understood by all.

Implement a planning cycle for staff members to collaboratively plan in cohorts, enables a consistency of curriculum planning and develops a deep understanding of the AC.

Ensure that differentiation is an ongoing school priority and is a feature of every teacher's practice.

Further develop an observation and feedback culture at the school that involves all staff members and school leaders.

Review the effectiveness of all human resource allocations to ensure they are targeted and maximising outcomes for all students.