

# Grand Avenue State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Grand Avenue State School** from **13 to 16 June 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Noel Baggs	Internal reviewer, EIB (review chair)
Kerri Jones	Peer reviewer
Ursula Carty	Peer reviewer
Tim Moes	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Jagera
<b>Location:</b>	Grand Avenue, Forest Lake
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	1074
<b>Indigenous enrolment percentage:</b>	2 per cent
<b>Students with disability percentage:</b>	15 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1032
<b>Year principal appointed:</b>	2021 – acting



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 62 teachers, Head of Special Education Services (HOSES), guidance officer, seven teacher aides, three administration officers, tuckshop convenor, grounds officer, Business Manager (BM), Information Technology (IT) support officer, two Speech Language Pathologists (SLP) and chaplain.

Community and business groups:

- Parents and Citizens' Association (P&C) president, two Outside School Hours Care (OSHC) coordinators, Community Hub coordinator and two local church representatives.

Partner schools and other educational providers:

- Childcare and Kindergarten (C&K) Inala, Goodstart Early Learning, representative of early years network.

Government and departmental representatives:

- Federal Member for Oxley, two regional Principal Advisors – Teaching and Learning (PATL) and ARD.



## 2. Executive summary

### 2.1 Key findings

#### **The school community recognises cultural diversity as a valued feature of the school.**

Students come from a range of diverse cultural backgrounds which is a highly celebrated element central to the school. School leaders express the belief that teachers' understanding of student diversity fosters acceptance and belonging for all students. Parents identify the school as positive and welcoming and that staff communicate with them regarding their child's learning in a caring and supportive manner. School leaders and staff members express dedication to supporting the needs of all students across the multicultural learning organisation.

#### **Staff members articulate a strong sense of collegiality and describe a supportive and caring working environment.**

School leaders and teachers are united in the vision for school improvement and are dedicated to supporting all students to succeed. Many staff members describe the school as a school of choice. Staff members and families indicate a sense of trust in school leaders for maintaining and improving the high expectations for learning, behaviour and wellbeing. Staff members communicate that one of the strengths of the school is the collegiality, and personal and professional support provided by colleagues. A sense of pride is shared amongst all staff.

#### **The leadership team is united and committed to driving an improvement agenda.**

School leaders acknowledge the importance of developing the instructional capability of all leaders in developing and driving the Explicit Improvement Agenda (EIA) priorities. The principal indicates an intention to drive the improvement agenda through a distributive leadership model. Leaders acknowledge that greater staff collaboration in developing a whole-school EIA will improve understanding and its successful implementation.

#### **Teachers express a strong desire to build their capability regarding the Australian Curriculum (AC) and effective pedagogical approaches.**

There is a strong sense of collective efficacy with staff members feeling that the work they do has a positive impact on student outcomes. The principal and members of the leadership team recognise the importance of developing their expertise as instructional leaders. School leaders are committed to professional learning and networking opportunities to confidently and consistently build the capability of staff. Many teachers are willing to engage in a formalised approach to Professional Development (PD) that includes opportunities to learn from and with each other. Staff are open to the opportunity to receive feedback to improve their practice and support all students to be successful.

#### **School leaders articulate the importance of a high quality curriculum.**

The school is developing a consistent approach to curriculum planning and delivery. School staff acknowledge the importance of quality curriculum understanding, planning and delivery



to achieve consistency in teaching and learning across the school. School leaders and teachers express a desire to move away from Curriculum into the Classroom (C2C) resources towards the development of school-based units created with clear alignment to the AC. Year level teams are beginning to engage in moderation practices to develop greater understanding of the AC achievement standards.

**Teachers recognise the importance of highly effective teaching as key to improving student learning.**

A range of high-yield teaching strategies are apparent and are used to deepen students' learning engagement and achievement. Staff members articulate a joint understanding of, and commitment to, the importance of effective teaching practices to support all students to achieve success in their learning. School leaders and teachers express a desire for further whole-school development in implementing agreed pedagogical practices, to create consistency and strengthen understanding of effective teaching approaches.

**Staff indicate a willingness to engage in a wider range of professional learning opportunities.**

Teachers articulate that some informal walkthroughs are conducted and coaching may be accessed with the leadership team as required. School leaders articulate the next steps are to collaboratively develop and embed a Collegial Engagement Framework (CEF) to support the capability development of all staff members. Staff express a desire for additional opportunities to work and learn collaboratively within and across year levels to learn from colleagues.

**Staff express a belief that students are at different stages in their learning and will progress at different rates.**

Staff members are committed to all students achieving success in their learning and are dedicated to supporting students to achieve educational outcomes. Staff place priority on connecting with students and building caring and supportive relationships that will positively impact on student engagement. School leaders and teachers acknowledge an ongoing desire to strengthen inclusive practices including for high achieving students. School leaders identify a desire for a whole-school approach to inclusion and an understanding of differentiated teaching and learning practices to be collaboratively developed.

**Early years transitions are strengthened through strong partnerships.**

The school works closely with local Early Childhood Education and Care (ECEC) centres through a well-established early years network group. Staff visit ECEC centres to obtain an understanding of the curriculum taught and the procedures developed for students entering Prep. Tailored transition programs are offered for vulnerable students. School leaders, Prep teachers and educators from the ECEC centres engage collaboratively in professional learning opportunities. Relationships with the school-based Community Hub ('the Hub') provide early connections with families and external agencies to build stronger connections and transitions to school.



**The school places a high priority on extracurricular opportunities.**

Students speak with great enthusiasm of the range of extracurricular options available. They have the opportunity to self-select from a range of offerings such as choir, instrumental groups, sporting activities, culture group, chess club, dance groups and drama club. Staff and students acknowledge that the abundance of activities offered ensures appeal and access for all students' interests and talents. They speak fondly regarding these activities, with some specific cultural groups adding to students' sense of belonging and development of cultural identity and acceptance.





## 2.2 Key improvement strategies

Collaboratively develop and build a shared understanding of the EIA with a focus on ensuring all staff understand the key components and explicit role they play in implementing the EIA.

Strengthen ongoing processes and support to further build the consistent instructional leadership capabilities of leaders.

Develop Quality Assurance (QA) processes to monitor the planning and enactment of the full breadth of the AC, with aligned moderation practices to include 'before, after, after, end' phases.

Define the school's agreed pedagogical approaches and practices aligned to the school's EIA for teaching and learning.

Collaboratively develop and implement a CEF that provides staff with opportunities for feedback, observation and coaching.

Strengthen inclusion processes as an ongoing school priority with adjustments a feature of every teacher's curriculum planning and classroom practice, including consideration for high achieving students.