

Grand Avenue State School

School Review Report



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Grand Avenue State School** from **8 to 11 May 2018**.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Jeff Capell	Peer reviewer
Mike Hansen	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Corner Centennial Way and Grand Avenue, Forest Lake
Education region:	Metropolitan Region
Year opened:	1999
Year levels:	Prep to Year 6
Enrolment:	1220
Indigenous enrolment percentage:	2.4 per cent
Students with disability enrolment percentage:	4.75 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1034
Year principal appointed:	2016
Full-time equivalent staff:	67
Significant partner schools:	Forest Lake State School, Forest Lake State High School
Significant community partnerships:	Parents and Citizens' Association (P&C), local early years providers, Mission Australia, Australian Computer Society (ACS) Foundation – The BiG Day In, Scripture Union - chaplaincy, Inala Police Station - Adopt-a-Cop, Playgroup - Baptist Church, University of Queensland (UQ) and Lady Cilento Hospital - hearing and vision, local school partnerships
Significant school programs:	The Arts - instrumental, choir, dance and culture group, girls tech club, photography, chess, genius hour, Maths Olympiad, running club, camping program, games rangers - Years 4 to 6, Sporting Schools program, interschool and representative sport



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, two Heads of Curriculum (HOC), head of inclusion, three lead teachers-intervention, lead teacher-English as an Additional Language or Dialect (EAL/D), Positive behaviour for Learning (PBL) coordinator, teacher librarian, 58 class teachers, Special Education Program (SEP) teacher, Health and Physical Education (HPE) teacher, two music teachers, two Non-Contact Time (NCT) teachers, Speech Language Pathologist (SLP), school chaplain, Business Manager (BM), five administration officers, defence force teacher aide, 23 teacher aides, Information and Communication Technology (ICT) technician, nine ancillary staff, tuckshop convenor, 31 parents, 202 students and PBL committee.

Community and business groups:

- Adopt-a-Cop, P&C president and Outside School Hours Care (OSHC) program coordinator.

Partner schools and other educational providers:

- Principal of local high school and coordinator of local Crèche and Kindergarten (C&K).

Government and departmental representatives:

- State Member for Algester and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Leadership team roles and responsibilities
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	Leadership team structure
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Draft school based curriculum, assessment and reporting framework	Professional learning plan 2018 – teachers and teacher aides
Classroom observation and feedback protocols	School Opinion Survey



2. Executive summary

2.1 Key findings

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

This vision is expressed and enacted through the school's motto '*Grow, Achieve, Succeed*'. All staff members are dedicated to improving literacy and numeracy outcomes for students. It is highly apparent that all staff at the school are working hard in the best interests of students. They articulate a genuine belief that all students can learn and be successful. Parents express the view that the professionalism and dedication of staff members are strongly valued within the community.

The school introduced the Positive Behaviour for Learning (PBL) framework in 2017 and there is clear evidence that it is a highly successful whole-school initiative.

The school's PBL approach is underpinned by the STAR (Successful learners, Take responsibility, Act safely and Respect everyone) strategy. It is driven by an active team and supported by the regional PBL coach. Students are motivated by the STAR reward system and staff apply the process consistently across the school. The PBL strategy is actively branded using the STAR theme for water bottles, handballs and pencils and includes the introduction of a school mascot, *Sammy Star*. These processes are building a sense of identity and belonging amongst students.

Staff members identify strong collegial relationships within their year level and Professional Learning Teams (PLT).

Staff members report that they appreciate the support of year level colleagues in collaborative planning and the sharing of curriculum resources. Teachers new to the school are welcomed into the professional culture of the school by their year level colleagues and through the induction program. The year level and PLT structure across the school is bringing benefits to the learning of students and the professional practice of staff. Most staff members indicate improved levels of morale are apparent this year.

The school's Explicit Improvement Agenda (EIA) in 2018 focuses on maximising the learning of students in reading and writing and maintaining the school's safe, supportive and disciplined learning environment.

The EIA is promoted across the school as an opportunity to '*Raise the Bar and Close the Gap*'. There is strong 'buy-in' from the teaching team to implementing the various elements of the EIA in classrooms. Many indicate they would value further time and support to embed expected practices into their teaching repertoire. The leadership team acknowledges closer monitoring of practices relating to the EIA are required to better understand issues relating to effective implementation and to enable appropriate levels of support for teachers.



There is evidence of a culture of data collection and interrogation across the school.

PLTs are provided with time to meet for one hour each week to discuss a range of issues relating to curriculum, teaching and learning. Formative and summative data sets are the focus for some conversations in many PLTs. Collaborative case management of students requiring additional support to meet expected benchmarks for learning are undertaken in some PLTs. Currently, practices undertaken in PLTs to interrogate data and identify starting points for future learning are variable. The principal recognises the need to provide focused time for teams of teachers and school leaders to interrogate systemic and school-based achievement data to promote conversations relating to further improvements sought in student outcomes.

The principal and members of the teaching team express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

Teachers report making varying levels of reference to the AC when planning curriculum units and many trust the achievement standard will be met by implementing the Curriculum into the Classroom (C2C) units. There is a plan for the Heads of Curriculum (HOC) to work alongside teachers in their PLTs to commence the development of locally contextualised units aligned to the AC. During this term, professional learning opportunities are being provided at staff meetings to enhance teachers' knowledge of the AC in English. Teachers are supportive of this proposed plan to 're-invent' curriculum units at the school and are excited at the prospect of moving away from the previous strong reliance on C2C units.

The leadership team has undertaken a collaborative review to re-design the school's pedagogical framework.

The pedagogical framework that is developed as an interactive edStudio focuses on the development of assessment capable learners and identifies six interrelated elements and eight high-yield strategies. Teachers are in the early phases of understanding and using this framework to support teaching and learning. The leadership team recognises the importance of ensuring the school's newly developed pedagogical framework is considered in curriculum planning processes and is consistently implemented across the school.

School leaders and classroom teachers have identified the need to develop programs that support the learning of high achieving students.

Classroom teachers identify an ongoing challenge is designing and delivering programs to meet the needs of these students. Specific examples of this work includes the provision for higher order thinking and digital literacies through the consideration of the general capabilities of the AC within classroom programs. Project and competition-based programs are offered and involve a small number of targeted students to support and enhance their learning.



The school has a supportive and dynamic Parents and Citizens' Association (P&C) that provides significant financial and volunteer support to the school.

The school parent organisation is strong within its leadership and is a valuable partner in the education process and in the provision of resources. An extensive Outside School Hours Care (OSHC) program provides well-supported activities for students. The P&C leadership articulates a desire to work closely with the school's leadership team and staff members in a systematic and meaningful way to enhance learning outcomes and opportunities for students, and to enhance the school's facilities.

Students at the school are offered a broad range of co-curricular learning experiences.

The Arts is promoted by providing opportunities for students to perform in choral, instrumental music, strings and dance groups in local eisteddfods, competitions and at a range of school events. Students in the senior school participate in interschool sports through regular Friday afternoon competitions against neighbouring schools. The school has a camping program for students from Years 4 to 6. Extension learning experiences are offered to students through lunchtime activities including debating, photography, dance, culture group, games rangers and chess. Students express appreciation for the time teachers take to provide them with these learning experiences to develop their skills in areas of enthusiasm or interest. Parents speak highly of these opportunities for engagement in co-curricular learning.

The principal led a re-visioning process to affirm the school's vision, mission and values.

The school's leadership team undertakes regular strategic planning processes where it considers the school's performance and plans appropriate responses for collective implementation. The school's vision and strategic direction are regularly articulated to staff members by the principal. There is a high level of commitment from school staff to the implementation of the school's improvement agenda with the leadership team being committed to working with staff members to provide support and appropriate time to do this work.



2.2 Key improvement strategies

Provide further time for teachers to embed collaboratively agreed strategies relating to the EIA and monitor implementation to ensure consistency of practice across the school.

Provide time for teams of teachers and school leaders to interrogate systemic and school-based achievement data that promotes conversations relating to further improvements sought in student outcomes.

Provide further opportunities for teachers and school leaders to enhance their knowledge of the AC and to consider this as the key component of the curriculum planning process.

Ensure the school's newly developed pedagogical framework is considered in curriculum planning processes and is consistently implemented across the school.

Further support classroom teachers in planning and implementing differentiated learning experiences for high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.