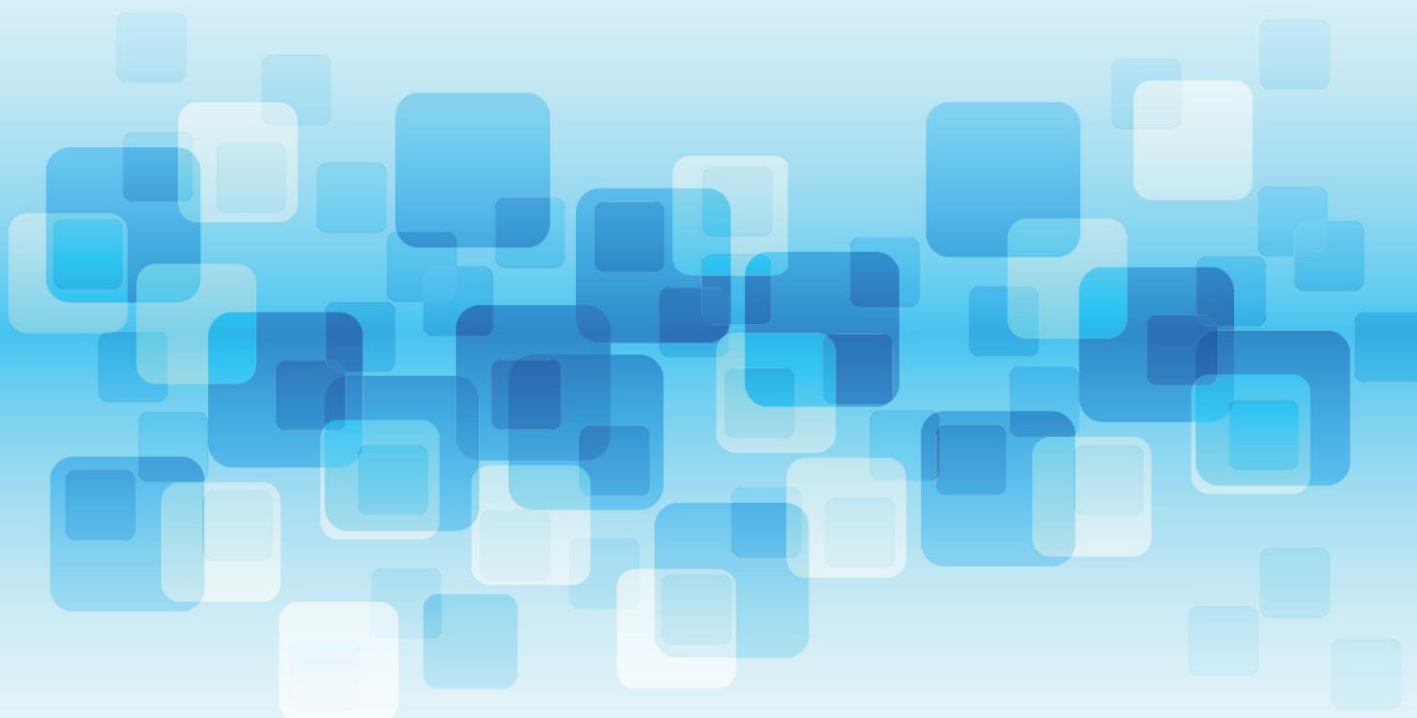




# School Improvement Unit Report

## Grandchester State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Grandchester State School from 3 May to 4 May 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

<b>Location:</b>	School Road, Grandchester
<b>Education region:</b>	Metropolitan region
<b>The school opened in:</b>	1878
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	42
<b>Indigenous enrolments:</b>	4 per cent
<b>Students with disability enrolments:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	929
<b>Year principal appointed:</b>	2013
<b>Number of teachers:</b>	2.3 (full-time equivalent)
<b>Nearby schools:</b>	Ashwell State School, Rosewood State School, Thornton State School, Laidley State School
<b>Significant community partnerships:</b>	nil
<b>Significant school programs:</b>	nil



### 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 Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two teachers
  - Four teacher aides
  - 14 students
  - Four parents
  - Parents and Citizens' Association (P&C) president
  - Facilities officer/cleaner
  - Administration officer

### 1.4 Review team

Lesley Vogan

Internal reviewer, SIU (review chair)

Marni Morrison

Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school promotes and maintains an environment reflective of the belief that every student is capable of successful learning.

All staff demonstrate an understanding of students, their learning and wellbeing needs.

- The school has a documented Explicit Improvement Agenda (EIA) that lists areas for improvement including, improving writing and reading skills for all students and implementing the digital technologies curriculum.

Targets and timelines for implementation are yet to be fully detailed and understood by the whole-school community.

- The school has developed and implemented a plan for the systematic collection of a range of student outcome data.

This plan has been adapted this year.

- The school has a confident, professional team of experienced and highly able staff members.

Feedback between staff members is informal. Observing others' work is not yet an established practice within or outside of the school. Sharing of pedagogical practices within the school is yet to be developed.

- The school has a suite of programs that form the curriculum.

These programs include commercial products for mathematics, science, spelling and grammar; Curriculum into the Classroom (C2C) resource units of work and school developed English, reading and writing programs. Some of these programs are mapped back to the Australian Curriculum (AC).

- The school has a developed pedagogical framework including Explicit Instruction (EI) and the Dimensions of Teaching and Learning (DoTL).

Elements of the framework are embedded in teaching spaces.

- The school has informal processes for identifying student learning needs and sourcing and applying resources to meet these needs.

A formal referral process for the identification of student needs, provision of support and follow up of actions is not yet developed.



## 2.2 Key improvement strategies

- Review, detail and communicate the school's Explicit Improvement Agenda (EIA) to ensure clarity and understanding by all stakeholders. Develop timelines and associated targets and processes for monitoring initiatives and programs to evaluate effectiveness.
- Review the whole-school curriculum to ensure it is explicit, coherent, sequenced and aligned with the AC.
- Collaboratively review the school's pedagogical framework to ensure currency. Align school practices with the framework.
- Collaboratively develop and implement a framework of instructional leadership to progress a culture of observation, feedback and reflective practice across the school.
- Collaboratively review the school's assessment schedule to ensure data sets collected are purposeful and are informing teaching and learning.
- Develop a referral and tracking process for students requiring additional support or enhancement opportunities.