

# Grandchester 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 **Grandchester State School** from **17 to 18 September 2020**.

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 Lead Principal 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

Laurelle Allen	Internal reviewer, EIB (review chair)
Tilleea Hoskins	Peer reviewer



## 1.2 School context

<b>Location:</b>	School Road, Grandchester	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	40	
<b>Indigenous enrolment percentage:</b>	22.5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	32 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	941	
<b>Year principal appointed:</b>	2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting principal, three teachers, three teacher aides, Advisory Visiting Teacher (AVT) – early years, Business Manager (BM), cleaner/grounds person, 18 students and 11 parents.

Community and business groups:

- Three executive members of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Deputy principal Laidley State High School, principal Rosewood State High School, principal Mount Marrow State School, principal Ashwell State School, principal Rosewood State School and principal Walloon State School.

Government and departmental representatives:

- State Member for Scenic Rim and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional Development Plan 2020	Roles and Responsibilities 2020 GSS
Pedagogical Framework-Draft 2020	Sample reports
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Grandchester State School Support Placemat- 2020 – GO	Personalised Learning Plan PD power point
School Information session power point 2020.	Disability Inclusion data reflection tool 2020
School based curriculum, assessment and reporting framework	Minutes and communications



## 2. Executive summary

### 2.1 Key findings

**The school has a student-centred approach that prioritises the wellbeing of every student.**

Positive relationships between staff members and students are enhanced by the small school environment where each child is known, valued, and understood by all staff members. Daily routines provide opportunities for students to meet as a whole school at the beginning of the day and end of each play break. Staff members attribute the family atmosphere to this routine.

**Parents and students express appreciation for the dedication and care provided by staff members.**

Parents speak highly of the school, articulating that they are welcomed into the life of the school, and feel comfortable in approaching staff members regarding their child's learning and development. Students articulate that their teachers work hard to insure that they are welcomed and included, and that school is a friendly place to learn.

**The school motto of '*Steaming ahead*' provides a metaphor for the school community's commitment to ongoing improvement.**

Staff members express individual pride in the school and dedication to improving learning outcomes for all students. The principal indicates that the development of vision and values statements is the subject of recent staff meetings. A collaborative and authentic visioning process that is inclusive of all members of the school community and defines the 'Grandchester way' is emerging.

**The school is characterised by a team of experienced and highly committed staff members.**

Each member of the school team articulates strong feelings of individual responsibility for student learning success and wellbeing. Staff members describe collegiality and close working relationships within classroom teams. Some staff members express a desire to build a cohesive school team that has clear direction and commitment to consistent practices across classrooms.

**The principal and teaching staff express a commitment to implementing curriculum aligned to version 8 of the Australian Curriculum (AC).**

Some teachers are developing local assessment tasks and Guides to Making Judgements (GTMJ) for each summative assessment task. A lesson sequence is established for the teaching and learning process. Teachers express a desire to collaboratively develop and implement a whole-school, sequenced curriculum plan aligned to the AC that makes clear what teachers should teach and students should learn, including consideration of the general capabilities and cross-curriculum priorities.



**Staff articulate that highly effective teaching is the key to improving student learning.**

A whole-school pedagogical framework was developed by a staff member in 2019. A new draft pedagogical framework was presented to staff recently. Clear communication of and consultation regarding the new pedagogical framework are yet to occur. Teachers articulate a desire for a document that provides a common language regarding pedagogical practice and guidance for their planning.

**The school communicates high expectations for behaviour and engagement in learning.**

The positive incentive scheme aligned to the Positive Behaviour for Learning (PBL) approach incorporates the use of stickers. At the end of each day a sticker is placed in each student's communication diary. Parents express appreciation for the positive impact the sticker system is having on their child's behaviour.

**Staff members, parents, and community members express pride in the school.**

The school has been an integral part of this small country town since 1878. Long-standing members of staff express pride in the history of the school that promotes a belief in students' capability for successful learning. Blurring of the boundaries between school and community is described by staff members who value historic and newly formed links between the school and the community.



## 2.2 Key improvement strategies

Collaboratively develop a shared vision, values, and common Ways of Working (WOW) that embrace shared decision making and collective efficacy.

Develop protocols for formal collaboration and shared decision making that is informed by a school-wide vision of high expectations, mutual respect, and collective efficacy.

Collaboratively develop and implement a whole-school, sequenced curriculum plan aligned to the AC that makes clear what teachers should teach and students should learn, including consideration of the general capabilities and cross-curriculum priorities.

Collaboratively develop, communicate, and implement a whole-school pedagogical framework aligned to school priorities using consistent research-based effective teaching strategies.