

# Glenala State High School

## Executive Summary



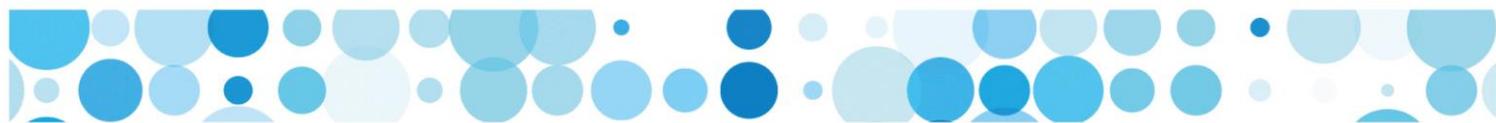


## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

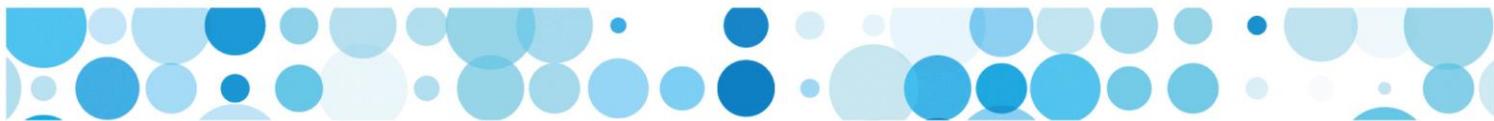
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Glenala State High School** from **24 to 26 July 2019**.

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

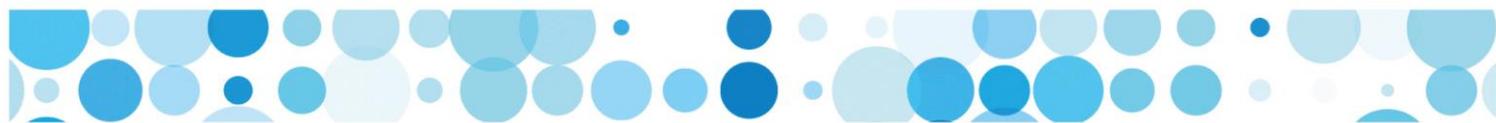
### 1.1 Review team

Peter Grant	Internal reviewer, SIU (review chair)
Ruth Miller	Peer reviewer
John Wessel	External reviewer

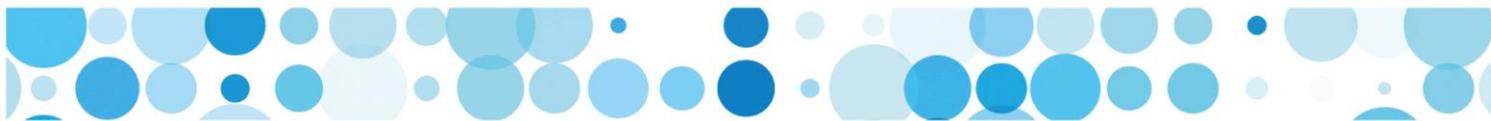


## 1.2 School context

<b>Location:</b>	Corner Glenala Road and Hampton Street, Durack
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1996
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	813
<b>Indigenous enrolment percentage:</b>	12.4 per cent
<b>Students with disability enrolment percentage:</b>	6.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	895
<b>Year principal appointed:</b>	Term 3 2019 – acting
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	56.58
<b>Significant partner schools:</b>	Inala State School; Durack State School; Serviceton South State School; Richlands East State School; Forest Lake State High School; Inala Flexible Learning Centre (FLC); Trades Skills Centres – Centenary State High School, Stretton State College, Western Suburbs State Special School; Yagera District Sport Region – Woodcrest State College, Forest Lake State High School, Springfield Central State High School, Redbank Plains State High School, Bellbird Park State High School; Brisbane West Senior Assessment and Tertiary Entrance (SATE) Alliance – Centenary State High School, Indooroopilly State High School, Springfield Central State High School
<b>Significant community partnerships:</b>	MinterEllison, YXL Institute, Write That Essay (WTE), Heavy Vehicle Industry of Australia (HVIA), Peabody, Queensland Mineral and Energy Academy (QMEA), Metropolitan Region – transitions, behaviour, wellbeing, Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT), Queensland Police Service (QPS), Inala Youth Service, Inala Plaza, Queensland



	University of Technology (QUT), University of Queensland (UQ), Griffith University, University of Southern Queensland (USQ), Technical and Further Education (TAFE), The Manufacturing and Engineering Industry, Achieving Results Through Indigenous Education (ARTIE) Academy.
<b>Significant school programs:</b>	Traction, enterprise Science, Technology, Engineering, Arts and Mathematics (eSTEAM), Respecting Ourselves, Leadership and Education (ROLE), QuickSmart, Trade Skills Centre (TSC), G-Cultural, Year 13, Success Coach, WTE



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), nine Heads of Department (HOD), guidance officer, Business Manager (BM), two Directors of Student Achievement (DOSA), 28 teachers, two cleaners, three Community Liaison Officers (CLO), Community Education Counsellor (CEC), seven teacher aides, two administration officers, 64 students, 12 parents and Parents and Citizens' Association (P&C) president.

Community and business groups:

- MinterEllison representative and HVIA representative.

Partner schools and other educational providers:

- Principal of Durack State School, principal of Inala State School and SkillsTech TAFE Queensland (STTQ).

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	School pedagogical framework
School improvement targets	Professional development plans
Pedagogy Implementation 2016-2019	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey	Staff Handbook
School-based curriculum, assessment and reporting framework	Staff Directions Folder



## 2. Executive summary

### 2.1 Key findings

**The school is driven to inspire their community to fulfil the school motto of ‘*Believe and achieve*’.**

The motto is supported by the school’s vision so that ‘...*students will succeed in the challenging and exciting world of tomorrow*’. Staff members express a deep belief that every student is able to learn and that the school can provide all students with opportunities to be successful.

**School leaders and teachers know and understand that developing a learning environment whereby student wellbeing is valued and supported is a key to improving student learning.**

Staff model mutually respectful relationships as they undertake their work. They recognise that developing and maintaining positive and caring relationships is central to creating an environment in which successful learning is able to occur. Parents and students speak highly of the care and support provided by staff at the school.

**The school has a documented whole-school plan for curriculum delivery aligned to the Australian Curriculum (AC) and relevant Years 11 and 12 Queensland Curriculum and Assessment Authority (QCAA) and Vocational Education and Training (VET) offerings.**

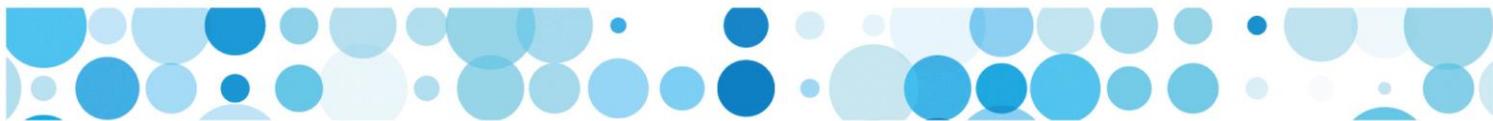
Assessment practices are aligned with the curriculum and are designed to demonstrate a student’s learning against the achievement standards. Common formative assessment tasks are designed collaboratively by teachers for each unit of work. Moderation processes in the school are based on faculty decisions and procedures. School leaders and teachers acknowledge that school-wide expectations and Quality Assurance (QA) processes relating to moderation are yet to be developed.

**A commitment to building a culture of shared responsibility for improving student learning is apparent.**

The school leadership team views the development of teacher capacity as central to improving student learning outcomes. The senior leadership team acknowledges the further development of all school leaders as instructional leaders in leading teams and quality assuring programs and classroom practices is key to driving school improvement.

**The school leadership team views the development of teacher capacity as central to improving student learning outcomes.**

The school has established a range of initiatives to enable formal observation and feedback opportunities for teachers. Some staff members indicate a desire for wider opportunities for coaching and mentoring, including observation and feedback.



**School leaders are highly committed to success for all students with an extensive range of structural differentiation practices apparent across the school.**

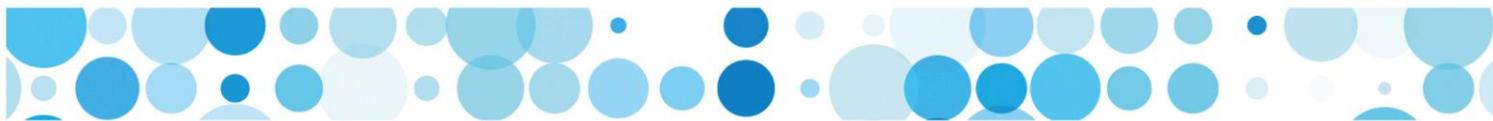
Teaching practices across the school reflect the belief that all students are able to learn successfully through motivation and appropriate learning opportunities and support. A school data placemat is developed for utilisation by teachers. It is a school expectation that this placemat is used by all teachers for each of their classes. Teaching staff members utilise this placemat to identify where their class is in their learning. The use of data placemats to inform teacher practice regarding how to cater for and support the learning needs of every individual student in each class varies across the school.

**The school principal and other school leaders clearly recognise that highly effective teaching is the key to improvement in student learning.**

Strong leadership supporting this is reflected in the embedded and extensive use of research-based teaching practices in classrooms. The school-wide pedagogical framework is identified as the Art and Science of Teaching (ASoT). Teachers speak confidently of their role to challenge and engage students, so as to maximise their learning.

**Staff and school leaders identify the strong culture of mutual loyalty, collegiality and trust as a strength of the school.**

School leaders and staff set high expectations of themselves and those around them to work together to create and promote an environment that supports successful student learning. Classrooms and other learning environments present as calm and orderly with students focused on the task at hand. A new purpose-built facility to promote innovation and inquiry in enterprise Science, Technology, Engineering, Arts and Mathematics (eSTEAM) is due for completion in the immediate future.



## 2.2 Key improvement strategies

Collaboratively develop school-wide moderation processes to enhance consistency of planning and practice and include processes to quality assure its enactment across all faculties.

Investigate strategies to further build the instructional leadership capacity of school leaders in leading teams and quality assuring programs and classroom practices.

Consolidate and expand the model for observation and feedback utilised across the school, ensuring alignment with the current school improvement agenda.

Further develop teacher data literacy skills to build teacher capability in the use of data to inform teaching practices to cater for and support the learning needs of every student.