Glenala State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Glenala State High School** from **14** to **17 February, 2023.**

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*.

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
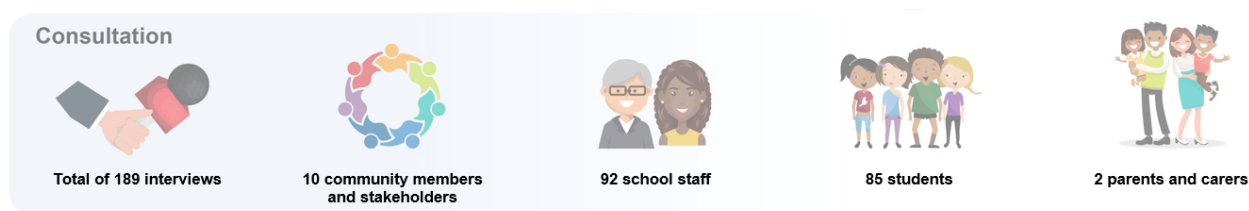
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal reviewer, SRR (review chair)
Alan Smith	Internal reviewer, SRR
Scott Medford	Internal reviewer, SRR
Ray Johnston	External reviewer

1.3 Contributing stakeholders

Consultation				
Total of 189 interviews	10 community members and stakeholders	92 school staff	85 students	2 parents and carers

1.4 School context

Indigenous land name:	Yugera country
	We acknowledge the shared lands of the Yugera nation and the Yugera people of the Yugera language region.
Education region:	Metropolitan Region
Year levels:	Years 7 to 12
Enrolment:	1070
Indigenous enrolment percentage:	10%
Students with disability percentage:	24.1%
Index of Community Socio-Educational Advantage (ICSEA) value:	906

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **24** to **26 July 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 895 and the school enrolment was 813 with an Indigenous enrolment of 12.4% and a student with disability enrolment of 6.2%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop school-wide moderation processes to enhance consistency of planning and practice and include processes to quality assure its enactment across all faculties. (Domain 6)

- Investigate strategies to further build the instructional leadership capacity of school leaders in leading teams and quality assuring programs and classroom practices. (Domain 5)

- Consolidate and expand the model for observation and feedback utilised across the school, ensuring alignment with the current school improvement agenda. (Domain 5)

- 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. (Domain 7)

2. Executive summary

2.1 Key affirmations

Staff and students express great pride in being a member of the school community.

Leaders have published the 'Glenala Way', which emphasises to students the importance of demonstrating a commitment to learning, respect, responsibility, pride, and perseverance. Positive, caring and mutually respectful relationships are apparent. Staff, students, parents and the community describe the school as a great school.

Staff and students are united in ensuring every student is valued and their diversity celebrated.

Diversity is a feature of the school, with students originating from 29 different countries, including Polynesia, Africa, Vietnam and First Nations. Staff and students describe the school's cultural diversity as being unique. Celebrations such as 'G Cultural', Reconciliation Week, and National Aborigines and Islanders Day Observance Committee (NAIDOC) activities are well supported.

Across the school, a very clear priority is placed on student wellbeing and achievement.

Leaders describe the school's logo of two hands positioned in a supportive gesture around a globe, as students having the 'world in their hands', and the hands as being the care and support offered to every student. Many staff members speak of the school being a safe place – protected by the hands. Staff convey a strong focus on catering for individual students and their wellbeing.

A high priority is placed on realising the potential of all students.

There is a strong belief in viewing every student as a learner who has the potential to grow and progress personally and academically. Students present with a range of complex needs and staff work at understanding student backgrounds. **'**Doing whatever it takes' for students to succeed is a loud staff voice. A commitment to students and their future pathways is expressed by many staff as their moral imperative.

Strategic partnerships with businesses, industry, and community organisations provide access to resources, services and expertise for students.

Students speak positively of the school, referencing the wealth of opportunities provided and the range of co- and extracurricular activities and excellence programs offered. Leaders value partnerships with families and the local community to enhance students' learning and wellbeing outcomes.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively create a shared vision and purpose for the school to provide a clear strategic direction and to underpin continuous improvement.

Develop and communicate roles, responsibilities and accountabilities for key positions to strengthen clarity for staff and alignment of portfolios with the strategic direction and priorities.

Domain 5: An expert teaching team

Develop the instructional leadership of school leaders to strengthen their capability to lead curriculum, teaching and learning.

Domain 1: An explicit improvement agenda

Develop Quality Assurance (QA) processes to monitor the impact of school improvement strategies on improving student outcomes.

Domain 6: Systematic curriculum delivery

Deepen teachers and leaders' understanding of the Australian Curriculum (AC) by collaboratively planning, moderating student work, and engaging in professional learning provided by the Department of Education (DoE) and Queensland Curriculum and Assessment Authority (QCAA).

Domain 8: Effective pedagogical practices

Build teachers' capability and confidence in using the school's pedagogical practices, supported by a rigorous and systematic observation and feedback model for QA.