

Gleneagle 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 **Gleneagle State School** from **8 to 10 February 2021**.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Laurelle Allen	Internal reviewer
David Manttan	External reviewer



1.2 School context

Location:	Mount Lindesay Highway, Gleneagle	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	186	
Indigenous enrolment percentage:	8.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	41.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	926	
Year principal appointed:	Term 2 2020 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), 16 teachers, Business Manager (BM), administration officer, nine teacher aides, school chaplain, facilities officer, 33 students and 33 parents.

Community and business groups:

- President, vice-president, treasurer and member of the Parents and Citizens' Association (P&C), and outreach officers from Wild Mountains Eco Education Centre.

Partner schools and other educational providers:

- Principal of Beaudesert State High School, and director of Beaudesert Community Kindergarten.

Government and departmental representatives:

- State Member for Scenic Rim, ARD, two Principal Advisors – Teaching and Learning (PATAL) and inclusion capability facilitator.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School newsletters and website
Evidence Collection Schedule	Student Code of Conduct
School differentiation plan or flowchart	School Opinion Survey
Headline Indicators (October 2020 release)	



2. Executive summary

2.1 Key findings

Staff members articulate an individual commitment to the success of every student.

The school provides a strong message that all students matter. Teachers and teacher aides identify that the small school environment enhances their capability to know every student's learning and wellbeing needs. Parents praise staff members for the individualised care they provide for students with additional needs. Parents express appreciation for teachers' work, indicating that they 'go the extra mile' to support their child.

Members of the Parents and Citizens' Association (P&C) articulate their role as focused on ensuring that 'no child misses out'.

The school has a small and dedicated P&C that has a long history of financially supporting all students to access the curriculum. Financial support has provided access to swimming lessons, excursions and incursions for all students. The committee is highly supportive of raising the school's profile in the community and further developing its reputation as a friendly school where children are able to succeed.

Positive, caring relationships between staff members are central to the ways of working across the school.

Teachers articulate their appreciation for the willingness of colleagues to share resources and knowledge. Some staff members suggest clarity of whole-school expectations and shared commitment to the school's agenda for improvement may support increased consistency of practice. Staff members express a desire for increased collaboration and the chance to contribute to whole-school decision making. Staff members identify they would like to further strengthen the cohesiveness of the school team.

Members of the leadership team understand the importance of a coherent, sequenced plan for curriculum delivery and building teacher capability in its implementation.

Some teachers articulate an emerging understanding of the importance of the alignment planning process as a way of building their understanding of the Australian Curriculum (AC). Teacher engagement with and understanding of the alignment planning process vary across the school. Teacher understanding of the alignment between the AC achievement standards and assessment tasks is developing. Teachers are provided with a half-day of planning time, previously facilitated by the regional Principal Advisor – Teaching and Learning (PATAL). Some teachers and leaders articulate a need to further develop their knowledge of achievement standards, content descriptions, general capabilities and cross-curriculum priorities.



Key members of the school team have created the 'Positive Behaviour for Learning and Inclusion Handbook'.

Staff members and parents articulate that the management of student behaviour is an ongoing focus for the school. A regional behaviour support coach has assisted with a recent review of the school's behaviour processes. Staff members express a desire for greater clarity regarding changing expectations in relation to responding to student behaviour, and identify that consistency in staff member responses is yet to be fully achieved. Leaders acknowledge that the revised PBL approach is yet to be widely communicated and rigorously implemented.

The leadership team recognises the importance of driving school improvement, with a focus on improving teaching and learning across the school.

A range of focus areas is recognised as important, with different members of the leadership team taking responsibility for leading improvement in these areas. The school's Explicit Improvement Agenda (EIA) in 2020 included three main focus areas of PBL, reading, and inclusive practices and differentiation. Across the three main focus areas were nine identified areas. A sharp and narrow EIA that is known and understood by staff members and parents is yet to be developed.

Interactions across the school are caring and courteous.

Parents highly value the cheerful greeting they receive from teacher aides at the gate and in the playground each morning. Some parents articulate that this small gesture sets their child up for a 'great day' of learning. Parents praise teacher aides for the time they take to develop a positive relationship with their child.

The leadership team works to ensure facilities and resources are utilised to support positive student outcomes.

The grounds and classrooms are well maintained and set a positive tone for learning. An upgrade to facilities is having a positive impact on the learning environment. New classrooms are described as attractive and flexible learning spaces that are better equipped to meet the needs of a modern class. A new administration building provides a professional and welcoming entrance to the school.



2.2 Key improvement strategies

Collaboratively develop and implement a plan to enhance staff culture and teamwork, providing clarity of expectations and collective precision in the implementation of strategies aligned to the improvement agenda.

Facilitate opportunities, through support from regional personnel, to build teachers' capability in planning, teaching and assessing the AC to facilitate access for all students.

Communicate and consistently implement the school's PBL expectations and monitor the impact on student engagement in learning.

Establish a precise and narrow EIA, supported by effective action planning and communicated to all stakeholders.