

Greenslopes 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 **Greenslopes State School** from **5 to 7 May 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.

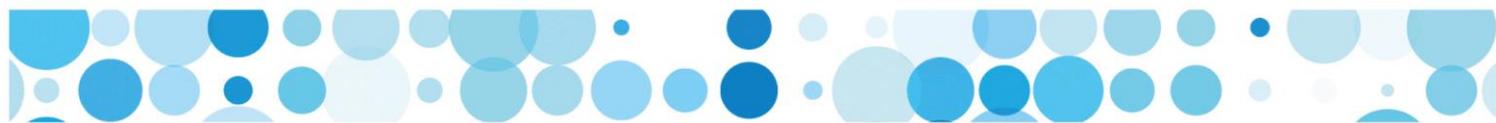
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

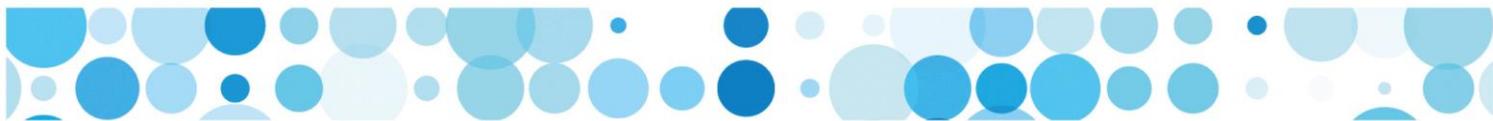
1.1 Review team

Stephen Bobby	Internal reviewer, EIB (review chair)
Danielle Radley	Peer reviewer
Wayne Butler	External reviewer



1.2 School context

Location:	Logan Road, Greenslopes	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	326	
Indigenous enrolment percentage:	3.37 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1103	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), two Support Teachers Literacy and Numeracy (STLaN), English as a Second Language or Dialect (EAL/D) teacher, three inclusion teachers, guidance officer, teacher librarian, 14 classroom teachers and specialist teachers, five teacher aides, Business Manager (BM), administration officer, grounds officer, crossing supervisor, 22 parents and 44 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice president, secretary and treasurer and Harmony Early Learning Journey Greenslopes director.

Partner schools and other educational providers:

- Coorparoo State College principal, Brisbane South State College principal, Cavendish Road State High School principal, Buranda State School principal, Tingalpa State School principal and Whites Hill State College principal.

Government and departmental representatives:

- Federal Member for Griffith and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Data Profile (Semester 1 2020)
Investing for Success 2021	School budget overview
Curriculum planning documents	Headline Indicators (October 2020 release)
OneSchool	School differentiation plan or flowchart
School improvement targets	Learning Walks Professional Handbook
School pedagogical framework	School newsletters and website
School data plan	Student Code of Conduct
School Opinion Survey 2019	Assessment and Data Schedule
Collegial Engagement Framework	Pedagogical Framework
Instructional Coaching Framework	Student Learning and Wellbeing Framework
Professional Continuum	Organisational and Governance Framework
Student Engagement and Wellbeing Survey	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school has a highly positive school culture.

A strong focus on the social, emotional and academic needs of all students is apparent. Staff express the belief that all students, regardless of their background or ability, belong at the school. Staff work tirelessly to facilitate improved outcomes for all students. Staff, students and parents speak of the mutually respectful relationships across the school and community. Parents indicate the school is their school of choice because of its reputation, the school's ability to meet students' needs and the positivity of interactions with students and families to support and improve student learning.

The principal's leadership of the data agenda across the school has enabled improved student learning outcomes to be delivered by teachers.

Collection and analysis of data that is systematic, regular and deliberate is used to inform whole-school, cohort, class, and decisions regarding individual students to maximise learning outcomes. Teachers use data to closely monitor the progress of all students, to make decisions regarding starting points for units of work, and plan to ensure all students are able to demonstrate knowledge and skill in the learning area. The leadership team regularly works alongside teachers through highly structured and focused data meetings to review student performance data for continuous improvement in student achievement.

The school governance framework comprehensively outlines the roles, responsibilities and deliverables for school leaders.

The principal introduced the school governance framework in response to the previous school review. The framework outlines the operational responsibilities for all leaders. The principal articulates that recently there has been substantial changes to personnel in the middle leader positions within the school. It is apparent that these leaders are at various stages in leadership development. The principal indicates the desire to enhance these new leaders' skills in order to fully enact the school governance framework.

A whole-school curriculum plan outlining how the school addresses curriculum delivery from Prep to Year 6 is developed.

Teachers are familiar with and work within the school's shared curriculum expectations. Recently, the school has engaged a full-time Head of Department – Curriculum (HOD-C) who has been tasked by the principal to work alongside teachers in enhancing curriculum planning and moderation knowledge. Teachers articulate the level of support provided by the HOD-C is greatly appreciated and is building their understanding of the AC. Teachers indicate the desire to develop curriculum offerings that provide appropriate challenge for all learners, including high achieving learners. School leaders acknowledge the ongoing need to support teaching staff to develop a deep understanding of the Australian Curriculum (AC).



There is a belief that all students can learn and achieve success when they are provided with appropriate learning opportunities and the required support.

Support teachers indicate they are building the capability of teachers to take the primary responsibility for the support of all students in their class, drawing on their support, expertise and resources. Conversations with some specialist and classroom teachers reveal there are varying levels of knowledge and understanding regarding inclusion and inclusive practices. Staff identify that future professional learning in this area would be beneficial.

The cycle of feedback to teachers by the principal is part of the school's instructional cycle.

At present learning walks occur in Week 5 of each term. A team of three people including the principal visit three classrooms within a set time. Feedback is provided by the principal at a staff meeting where general observations from the learning walk are provided. Some staff indicate they would like specific individual feedback as a result of a learning walk to their classroom. The principal conveys an awareness that there is a need to provide individual feedback to teachers based on classroom observations.

Classroom teachers acknowledge the benefits of year level teams and the strong levels of collegiality and professional collaboration that exist within them.

Staff members display high levels of professional energy for the work they undertake in the school. There is an appreciation from parents that positive outcomes for students result from the efforts of capable and committed teaching and non-teaching staff. Parents positively acknowledge the professional dedication of school staff members.

The principal and staff recognise that highly effective teaching is the key to improving student learning outcomes.

Clear expectations have been communicated regarding the use of effective teaching strategies throughout the school. Teachers indicate they have a deep understanding of the pedagogical framework and articulate the expected pedagogical approaches. Students speak positively of the efforts of the teachers in providing interesting and engaging learning opportunities. Students articulate that teachers regularly conference with them regarding their learning and this includes discussions on ways to improve.



2.2 Key improvement strategies

Provide further opportunities for members of the leadership team and teacher leaders to develop their capacity and abilities as instructional leaders in the school.

Build teachers' depth of knowledge of AC content and associated assessment tasks to allow them to continue to develop curriculum offerings that provide suitable challenges for all learners.

Further develop staff understanding of catering to students' diverse learning needs to embed inclusive practices across the school.

Enhance current observation and feedback practices to encompass greater emphasis on providing individual teacher feedback to improve skills in delivering the school's key pedagogical practices.