

# Greenbank State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Greenbank State School** from **7 to 10 August 2017**.

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 consider 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

Garry Lacey	Internal reviewer, SIU (review chair)
Liam Smith	Executive director, SIU
Warren Merchant	Peer reviewer
Lynne Foley	External reviewer



## 1.2 School context

<b>Location:</b>	Goodna Road, Greenbank
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1893
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	1 056
<b>Indigenous enrolment percentage:</b>	4.6 per cent
<b>Students with disability enrolment percentage:</b>	5.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1012
<b>Year principal appointed:</b>	1995
<b>Full-time equivalent staff:</b>	69
<b>Significant partner schools:</b>	Boronia Heights State School, Park Ridge State School, Flagstone State School, Springfield Central State School, Springfield Central State High School, Park Ridge State High School, Flagstone State Community College
<b>Significant community partnerships:</b>	Pullenvale Environmental Education Centre (PEEC), Gumnut House Outside School Hours Care (OSHC), School Council, Parents and Citizens' Association (P&C), Logan West school cluster, Greenbank District Sports Association, Park Ridge State High School, Springfield Central State High School, Mercy Community Services, Jimboomba Police Station – Adopt-a-Cop, Greenbank Aquatics, Park Ridge Transit
<b>Significant school programs:</b>	<i>Connected Greenbank Kid – The Greenbank Way</i> , school planks and social skills program, Support Teachers – Literacy and Numeracy (STLaN) literacy support model, PEEC story thread programs, working memory development, Age-Appropriate Pedagogies



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Information and Communication Technologies (ICT) specialist teacher, seven Support Teachers – Literacy and Numeracy (STLaN), 45 classroom teachers, two internal relief teachers, Business Manager (BM), five Special Education Program (SEP) Nest teachers, guidance officer, two Health and Physical Education (HPE) teachers, Indonesian language teacher, music teacher, two school chaplains, 22 teacher aides, three administration officers, two schools officers, systems technician, school council chair, Parents and Citizens' Association (P&C) president and operations manager, uniform shop convenor, two tuckshop convenors, 25 parents, 12 student leaders and 205 students.
- Inclusive Education Committee, Years 2 and 5 Professional Learning Teams (PLT), Positive Behaviour Committee, Writing Committee, Reading Case Management teams, Age-Appropriate Pedagogy team.

Community and business groups:

- Greenbank Aquatics pool manager, Mercy Community Services representative, Adopt-a-Cop, community representative and three Gumnut House Outside School Hours Care (OSHC) representatives.

Partner schools and other educational providers:

- Greenbank Crèche and Kindergarten (C&K) Association, principal of PEEC, deputy principal of Springfield Central State High School and Park Ridge State School staff member.

Government and departmental representatives:

- Division 7 Councillor for Logan City Council, State Member for Lockyer and ARD.



## 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan



## 2. Executive summary

### 2.1 Key findings

#### **The tone of the school is supportive and caring with a strong sense of community.**

Staff members, students and parents express great pride in the school. The staff members of the school focus on developing positive, caring and mutually respectful relationships across the school community. These relationships are highly valued and contribute significantly to the school's supportive and inclusive culture. Parents report high levels of satisfaction regarding the quality of their child's education and the safe, supportive and disciplined environment. Students report that they have a strong sense of belonging and feel supported by teachers.

#### **The *Connected Greenbank Kid*, the six 'planks' and the Pullenvale 'story threads' have all been key contributors to the evolution of the *Greenbank Way*.**

The school vision '*Creating a World of Difference - The Greenbank Way*', supported by the *Connected Greenbank Kid* concept of developing thinking, caring and engaged citizens are fully embedded, with artefacts displayed in all classrooms and around the school. These are explicitly taught regularly in all classrooms, resulting in deep understanding by students across all year levels.

#### **The school is highly regarded and valued within the local and broader community.**

Parents are engaged as genuine partners in their child's education. The Parents and Citizens' Association (P&C) is proactive in its support of school initiatives including financial input into the school's budget. The P&C operates Gumnut House as a community-based Outside School Hours Care (OSHC) service. The school has established close ties to local high schools, the Adopt-a-Cop, school chaplaincy program, Mercy Community Services, the local transit service and Pullenvale Environmental Education Centre (PEEC). These community links add value to, and support the learning and development of students who attend the school.

#### **The school team is genuinely committed to improving learning outcomes for all students.**

The school leadership team has identified a number of priority areas for collective implementation in 2017. These include improving outcomes in literacy and numeracy through a focus on implementing high-yield pedagogical practices in reading, writing and mathematics, enhancing connectedness through the *Connected Greenbank Kid* strategy and improving cycles of feedback for staff members and students. A sharper focus on core learning priorities ensuring there is a common understanding of strategies for collective implementation in all classrooms is yet to be fully realised.



**Teachers and all members of the leadership team are involved in a case management process.**

Teachers identify four students from their class as a focus. Specific reading strategies are detailed for attention and student progress against improvement goals is tracked. It is intended that student progress will be reported back to year level teams at later case management meetings. The case management process is very recent. All teachers interviewed speak very highly of this initiative and their commitment to the work.

**School leaders have given a high priority to understanding and addressing the learning needs of all students in the school.**

Targets are established for improvements sought in student learning. These predominantly relate to improvements in the National Assessment Program – Literacy and Numeracy (NAPLAN). Teachers report they are not regularly referring to these school-wide targets to measure the success of their learning programs. The school improvement priorities are well articulated and there is yet to be a designated process to monitor the effectiveness of program implementation in classrooms, determine progress towards aspirational targets and review the effectiveness of resource allocations.

**The school leadership team, teaching and support staff members take personal and collective responsibility for improving student learning and wellbeing, working together and learning from each other's practices.**

Teachers and teacher aides have an Annual Performance Review (APR) aligned with the school priorities. These plans include teacher self-identified areas of professional improvement. Through the APR process teachers are able to request a range of differentiated professional support. The leadership team recognises the need to ensure stronger alignment between planned professional learning experiences, coaching and mentoring processes, APR and pedagogical framework implementation, and the school's improvement agenda.

**Teachers and school leaders recognise that highly effective teaching is the key to improving student learning throughout the school.**

The school has produced a number of school guides in relation to the teaching of reading, writing, spelling and mathematics. Most teachers interviewed did not reference these guides when discussing the expected strategies they utilise in their classrooms. The current school pedagogical framework is a collection of approaches to teaching and learning. It is not yet clear how these approaches to teaching and learning all interact in a seamless manner to support consistency of teaching practices leading to improved student outcomes.



**School leaders and staff members exhibit high levels of professional energy, respect and collegiality - the *Connected Greenbank Teacher*.**

Professional Learning Teams (PLT) are highly respected amongst staff members providing an opportunity for informal sharing of pedagogical practices and teaching resources. PLT meetings have an emphasis on curriculum unit planning, analysis of student work through informal moderation and collegial sharing of teaching strategies for improving student learning. All teachers value the work they do in their PLTs enabling a strong sense of collegiality and respect in the professional culture of the school.

**The school's leadership team and teaching staff members express a commitment to implementing curriculum programs relating to learning areas aligned to the Australian Curriculum (AC).**

The process of creating locally contextualised curriculum units, with alignment to the AC, has commenced in the learning area of English. Teachers are developing local assessment tasks and Guides to Making Judgements (GTMJ) for each summative assessment task. All year levels consider opportunities for curriculum integration each term and develop links to the concept of the *Connected Greenbank Kid*. The integrated curriculum planner identifies key concepts and main ideas from various learning areas for consideration of curriculum links.



## 2.2 Key improvement strategies

Further refine the Explicit Improvement Agenda (EIA) to have a narrow and sharp focus and work with teachers to define the agreed non-negotiable teaching practices relating to this agenda.

Embed the case management and data analysis processes to build a culture of self-evaluation and reflection across the school.

Systematically monitor and evaluate the implementation of the improvement agenda including progress towards established targets and the effectiveness of resource allocations in achieving improved student performance.

Align the collaboratively developed APR and other professional learning opportunities with the EIA, coaching and mentoring and the school's pedagogical framework.

Quality assure the pedagogical practices utilised across the school to ensure they are understood by all teachers and consistently implemented in all classrooms.