

# Greenbank State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Greenbank State School** from **5 to 8 October 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

Bradley Clark	Internal reviewer, EIB (review chair)
Ray Bloxham	Internal reviewer
Paul Herschell	External reviewer
Amanda Wicks	Peer reviewer



## 1.2 School context

<b>Location:</b>	Goodna Road, Greenbank	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	1042.2	
<b>Indigenous enrolment percentage:</b>	5.4 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5.9 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	22.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1005	
<b>Year principal appointed:</b>	2018	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), two Heads of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), three inclusion teachers, three Support Teachers Literacy and Numeracy (STLaN), engagement and wellbeing teacher, three grounds and facilities staff, tuckshop conveyor, Information Technology (IT) support staff, guidance officer, two cleaners, three office staff, 56 teachers, 16 teacher aides, 49 students and 51 parents.

Community and business groups:

- Four Parents and Citizens' Association (P&C) executive and staff members, school council member and two Gumnut House Outside School Hours Care (OSHC) staff.

Partner schools and other educational providers:

- Principal Pullenvale Environmental Education Centre (PEEC), principal Boronia Heights State School, principal Park Ridge State High School, principal Browns Plains State School and HOD Park Ridge State High School.

Government and departmental representatives:

- Councillor for Division 11 Logan City Council, State Member for Jordan and Assistant Minister for Treasury, and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School budget overview	Headline Indicators (October 2020 release)
OneSchool	Curriculum planning documents
Professional learning plan 2021	School newsletters, Facebook and website
School improvement targets	Student Code of Conduct 2021–2024
School approaches to pedagogy	Inclusive Education Handbook 2020
Engagement and Wellbeing Program, 2020	School based curriculum, assessment and reporting framework
School Opinion Survey 2019	



## 2. Executive summary

### 2.1 Key findings

**The school's motto of 'Creating a World of Difference' is embedded across the school.**

Staff, students and parents confidently discuss the 'Connected Greenbank Kid' as the central theme to the school's Explicit Improvement Agenda (EIA). The Connected Greenbank Kid is an expansion of the 'Greenbank Way' that has been embedded in the school for over 15 years. The tenets of Dadirri – deep listening, and Kanyini – the principle of connectedness through caring and responsibility for self, others and place, are entwined within school practices, and in learning spaces beyond the classroom. Six 'planks', or shared expectations, define the Greenbank Way. Staff and students express understanding and ownership of these expectations and articulate a shared responsibility to ensure they are enacted inside and external to the classroom.

**A strong collaborative and supportive culture exists across the school.**

A willingness of teachers to share and support each other's learning and professional practice is apparent across the school. Staff morale is positive and staff members discuss high levels of collegiality. Staff speak positively of opportunities to reflect on their teaching through a highly collaborative and supportive process. Teachers and staff express a sense of belonging and acknowledge support in developing their capability through shared experiences.

**The Assessment Literate Learner (ALL) is building teacher capability in curriculum.**

Effective school-based planning, delivery and assessment result in engaging and locally relevant learning experiences for students. A collaborative approach to curriculum planning across the school ensures alignment to the Australian Curriculum (AC), whilst meeting students' learning needs within the local school context. The school has developed comprehensive whole-school, year/band level and unit plans that are available to all staff.

**The leadership team details an improvement agenda aligned with the state schooling strategy of 'every student succeeding'.**

The Annual Implementation Plan (AIP) includes targets that relate to expectations for teachers and students' Level of Achievement (LOA) enacted through feedback, differentiation and pedagogy. Heads of Department – Curriculum (HOD-C) and deputy principals are listed as the accountable officers for the actions outlined in the AIP. Staff ownership and knowledge of the targets outlined in the AIP are emerging.





**The leadership team recognises the importance of enhancing the culture of self-evaluation and reflection to enhance the rigour of data discussions through the case management process.**

Each year level has been afforded autonomy to develop a data wall and data cards to record student information. Teachers express appreciation for the ability to design a data wall that matches the needs and focus of the year level. Current data conversations focus on defining students' current LOA to plan pedagogical approaches. A process of rigorous interrogation of pedagogical practices and collaborative reflective conversations through a cycle of inquiry is emerging.

**The school's behaviour expectations are enacted through the Greenbank Way and neuroscience practices.**

A school-wide approach to neuroscience through Pathways to Resilience Professional Development (PD) has resulted in the introduction of a social skills program including learning how the brain and emotions work, mindfulness and self-regulation. Staff are strengthening their understanding of neuroscience in response to the developmental presentation of student behaviours. The Connected Learning Space (CLS) and the 'Nest' staff utilise trauma-informed practices for individualised students and encourage teachers to use the same strategies in the classroom. Staff utilisation of neuroscience and student engagement strategies to increase student readiness to learn is developing.

**The leadership team and teachers take personal and collective responsibility for improving student learning and wellbeing.**

Staff members are working together and learning from each other through the established collegial engagement framework. This is further articulated through a tiered approach to teacher support, and reinforced by the Annual Performance Review (APR) process, Watching Others Work (WOW) and the classroom support model. These processes and support structures come together as the school-developed approach to creating the Connected Greenbank Teacher – 'connected to self, others and place'.

**School leaders and staff are committed to an inclusive culture to maximise engagement and learning outcomes for all students.**

Differentiation is identified as one of the key pillars of the school's EIA. The school has strategically focused on enhancing inclusive practices. This has resulted in changes to the way intervention and support are provided to students, with a stronger connection to learning in the students' classrooms. Some staff comment that understanding of the school's model of inclusion is evolving. A unified vision of how this model is enacted, and the underlying philosophies, is continuing to develop amongst some support staff and class teachers.



**The positive school culture is guided by the philosophy of the Connected Greenbank Kid.**

This is the driver of pedagogy and the attributes learners require to develop the skills to emotionally respond to the world around them. Strong links with the Pullenvale Environmental Education Centre (PEEC) support the delivery of First Nations perspectives to grow the concept of how to learn and respond to the world around us. Students, staff and parents express the view that the school has an important place at the centre of the community.

**Collaborative partnerships are developed within and beyond the region to share best practice and support the school's enacted improvement agenda.**

The school actively participates in the Logan West cluster to provide professional and collegial support through capability and PD, moderation and student initiatives. This partnership enables the school to grow a range of extensive collegial links for staff leadership development, student literacy excellence days, mathematics challenges and leadership opportunities to increase consistency in practices across the cluster. Cross-school moderation and enhanced leadership capability for school leaders are amongst the direct benefits for staff members derived from this established partnership.

**Teachers articulate that the development of learning walls is building consistent pedagogical practice across the school.**

Learning walls provide students with clear indication of the learning expectations in the unit being taught and include 'Bump it up' exemplars for students to refer to when working on their assessment tasks. Walls contain learning intentions and success criteria, Guides to Making Judgements (GTMJ), anchor charts, samples of student work and a range of resources to support learning. Teachers indicate learning walls are most successful when they are co-constructed with students and students are able to interact with the wall's content when they require support. Students express appreciation for the use of Bump it up exemplars and learning walls to scaffold their learning.





## 2.2 Key improvement strategies

Enhance data literacy for all staff to purposefully utilise a range of formative, summative and diagnostic data to monitor and evaluate the impact of their practice.

Enhance staff members' knowledge and understanding of evidence-based practices to complement and strengthen student engagement and wellbeing.

Collaboratively review and refine whole-school practices of observation and feedback to strengthen precision of monitoring the implementation of key school practices and approaches supporting the EIA.

Co-develop strategies and build shared understandings of the school's approach to inclusion.

Develop and build school-wide understanding and ownership of targets to monitor the implementation of the EIA.