



School Improvement Unit Report

Granville State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Granville State School from 20 to 22 May 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Cambridge Street, Granville
Education region:	North Coast
The school opened in:	1885
Year levels:	Prep to Year 6
Current school enrolment:	329
Indigenous enrolments:	9 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	923
Year principal appointed:	2009
Number of teachers:	27
Nearby schools:	Maryborough State High School, Albert State School, Tinana State School, Parke State School, Aldridge State High School, Maryborough Central State School, Sunbury State School.
Significant community partnerships:	Breakfast club - The Food Basket, the Baptist Church Mentoring Program, Maryborough RSL - ANZAC Connections, Maryborough Rotary.
Unique school programs:	Toastmasters, Peace Keepers, Pockets Pre-Prep Program, Solar Boats Maryborough Technology Program, breakfast program, before school peer reading program.



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director and Acting Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Deputy Principal, Head of Special Education Services (HOSES), Literacy/Numeracy Coach
 - 13 teachers
 - Seven teacher aides
 - Teacher librarian
 - Facilities officer
 - Six parents
 - Business Services Manager (BSM)
 - 15 students
 - Two administration officers
 - Maryborough State High School Principal

1.4 Review team

Phillip Savill	Internal Reviewer, SIU (review chair)
Glynnis Gartside	External Reviewer
Doug Lange	Peer Reviewer



2. Executive summary

2.1 Key findings

- School leaders articulate a commitment to improvement and have communicated the explicit improvement agenda to staff and the wider community.

The school's explicit improvement agenda reflects systemic and regional priorities of explicit instruction, purposeful use of data and coaching and mentoring. Staff report that there has been significant progress in the development of teaching practice. There is recognition that these strategies are yet to be fully developed and embedded across the whole school.

- There is evidence of significant parent support for the school.

Parents indicate that communication and feedback between the school and community is highly effective and express high levels of satisfaction and support for the improvement plan and its implementation.

- The school has prioritised attendance in the current improvement agenda.

There is a range of strategies in place which encourage student attendance. Staff, students and parents are aware of and can articulate the targets for improved attendance. Whole school attendance for students who attend for less than 85 per cent of the school year has trended upwards over the past four years.

- The school has in place pedagogical and curriculum frameworks. Elements of these frameworks are embedded, but not consistently implemented.

There is a research-based pedagogical and curriculum framework. The pedagogical framework is informed by the Art and Science of Teaching¹. Clear expectations of agreed effective teaching strategies are defined in the school's pedagogical framework. It is acknowledged that these frameworks will take time to embed in teachers' practice.

- Data is collected widely across the school.

Student performance data is collected, stored and analysed. Teachers expressed varying levels of confidence in their ability to analyse and use data to drive their teaching and learning programs. The use of student data to improve performance in reading is an emerging practice across the school.

¹ Marzano, Robert J. 2007, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, Alexandria, VA.



- There is a strong belief by staff that every student is capable of learning and there is a shared responsibility for student success.

This culture of ownership, collaboration and responsiveness enables staff to plan effectively for student learning outcomes and this has led to improved academic success. Staff and parents indicate that they see Information and communications technology (ICT) as a way forward to realise the further academic improvement of students.



2.2 Key improvement strategies

- Continue to engage parents and the wider community in the school improvement agenda.
- Maintain the focus on research-based pedagogical practice providing opportunities and time for all staff to embed new skills and procedures.
- Continue to track attendance and explore additional strategies to maximise attendance for all students.
- Review the use of Information and communications technology (ICT) and expenditure in this area and invest in relevant technology to best support classroom learning.
- Develop the reciprocal feedback culture in the school aligned to current research to build student, teacher and leadership capacity.
- Consider broadening the leadership density of the school by delegating appropriate responsibilities to key staff members to further support the implementation of the improvement agenda.