

Burpengary State School

Executive Summary

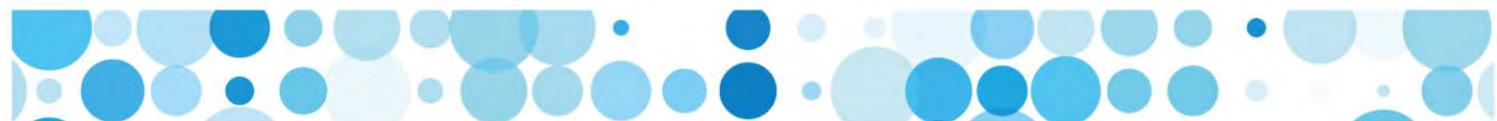


Education Improvement Branch



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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 **Burpengary State School** from **13 to 15 July 2020**.

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](#).

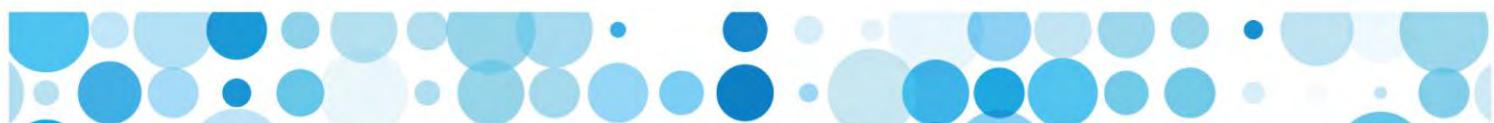
1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Danielle Priday	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Station Road, Burpengary	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	916	
Indigenous enrolment percentage:	8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	978	
Year principal appointed:	2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), HOC–learning engagement, Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), two administration officers, 31 teachers, 22 teacher aides, school chaplain, groundsman, 44 students and 34 parents.

Community and business groups:

- School council, Parents and Citizens' Association (P&C) and coordinator of Helping Hands Outside School Hours Care (OSHC).

Partner schools and other educational providers:

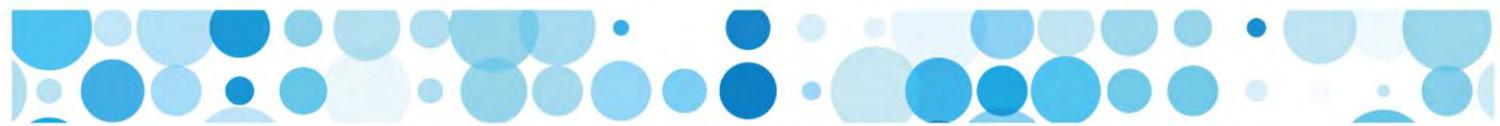
- Principal Narangba Valley State High, principal Mango Hill State School and principal Narangba Valley State School.

Government and departmental representatives:

- State Member for Kurwongbah and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2016-2019
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning framework 2020	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
Whole School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Whole school curriculum and pedagogy framework	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

A team of highly dedicated staff takes collective responsibility for the learning and wellbeing needs of all students.

Staff speak positively of the collegial environment of the school and the ongoing collaborative network involving the sharing of ideas and resources within year level teams and across the teaching team.

The leadership team has established and is driving an improvement agenda for the school.

Classroom teachers express an enthusiasm regarding the implementation of Bump-it-up walls across the school. Bump-it-up walls, through visible and explicit learning, provide success criteria and exemplars in writing to explicitly provide feedback to students to direct the next steps required for learning.

Parents and local community leaders support and speak confidently of the school.

Parents are highly appreciative of the efforts of staff members and the commitment to their child. Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress are greatly appreciated.

The leadership team is committed to supporting teachers to enact high quality curriculum.

The school has provided a suite of resources that support the systematic delivery of curriculum. The school's curriculum plan provides teachers with a framework for what and when teachers should teach from Prep to Year 6 in all Australian Curriculum (AC) learning areas. Many teachers have high level curriculum knowledge and skills in various aspects of learning areas. Teacher knowledge and skills associated with implementing all relevant learning areas of the AC vary across the school.

The leadership team and staff members articulate an understanding of the importance of positive and caring relationships to successful learning.

The school identifies Five Building Blocks for Success regarding student expectations within the school. These are locally referred to as ERRIC – *Excellence, Respect, Resilience, Integrity and Cooperation*. A school-wide program is established to recognise and celebrate student commitment to ERRIC. The Positive Behaviour for Learning (PBL) committee acknowledges that there is a need to develop and articulate a consistent approach to communicating behaviour expectations, how behaviour is responded to and managed, and how to monitor implementation.



School leaders and staff members recognise that highly effective teaching is the key to improving student learning.

The school's pedagogical framework is structured upon Marzano's the Art and Science of Teaching¹ (ASoT). A wide collection of pedagogies, strategies, activities, processes and tools is included within this framework. Teachers report that the level of reference to this framework when delivering curriculum varies. The leadership team acknowledges that a review of the school pedagogical framework is required.

Teachers are aware of the learning needs of their students and are able to comment on individual student performance and goals.

Teachers are able to articulate individually developed strategies to differentiate for the range of students they teach through the adjustment of teaching content, process and product. In reading, particular attention is paid to ensuring students are grouped according to their instructional level. Some teachers articulate they would like support to understand and implement differentiation practices within their classrooms.

The effective use of resources to meet the learning and wellbeing needs of the full range of students and to support staff is a priority.

The leadership team places a high priority on ensuring there is a clear alignment between student achievement, school priorities and the allocation of human and financial resources. The leadership team aligns available resources, school-wide programs and strategies. School leaders articulate the importance of monitoring and evaluating human and financial resource allocations in priority areas to ensure they are maximising outcomes for all students.

The school's commitment to the transitioning of children into Prep is clearly apparent.

The school manages several activities that support the transition of children into Prep, including pre-Prep program; pre-Prep Intensive Program; Prep Student Orientation Program; Pop-Up community events – Marvellous Music, Active Bodies, Story Time and Dancing Fun; playgroup, open days, and centre visits. The school has relationships with several early childhood providers. Teachers from these centres speak highly of the school's commitment to the transition process.

Staff articulate an understanding of the importance of positive and caring relationships for successful learning.

Staff members demonstrate a strong collegial approach to teaching and the wellbeing of students. The school refers to its Positive Culture for Learning as the basis for its commitment to the Big Three of Wellbeing, Resilience and Growth Mindset. Teachers are

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



appreciative of this work and acknowledge the positive impact that the growth mindset language is having on how students respond in negative situations.



2.2 Key improvement strategies

Provide Professional Development (PD) opportunities with learning area experts to support teacher understanding, implementation and assessment in all relevant learning areas of the AC, including the general capabilities and cross-curriculum priorities.

Consolidate the implementation of the PBL philosophy to achieve consistency of school community understandings and approaches.

Review the school pedagogical framework and ensure consistent understanding and application of the agreed pedagogical practices through professional learning, co-teaching, teacher feedback and Quality Assurance (QA) processes.

Collaboratively develop and implement a whole-school differentiation strategy.

Systematically monitor and evaluate the effectiveness of human, financial and curriculum resource allocations to ensure they are maximising outcomes for all students.