

Burpengary State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Burpengary State School acknowledge the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.

About the school

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	909
Indigenous enrolments	12.1%
Students with disability	17.8%
Index of Community Socio-Educational Advantage (ICSEA) value	969

About the review

 4 reviewers from 10 to 12 July 2024	 158 participants	 66 school staff
 42 students	 39 parents and carers	 11 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Collaboratively review the school’s strategic priorities to ensure alignment with the shared vision, values and aspirations.</p> <p>Develop an explicit, coherent, and context-appropriate school improvement agenda to provide clarity for staff regarding the strategic direction.</p>
<p>Domain 7: Differentiating teaching and learning Establish a shared understanding and language about pedagogy, alongside relevant capability-building, to ensure an appropriate array and balance of strategies are used to support the range of learners.</p>
<p>Domain 5: Building an expert teaching team Build the skills of leaders to effectively participate in regular co-teaching, mentoring and coaching to build shared staff ownership for all students’ learning.</p>
<p>Domain 6: Leading systematic curriculum implementation Expand existing processes for building teacher capability in curriculum knowledge, to support contextualising units in all learning areas.</p>
<p>Domain 3: Promoting a culture of learning Collaboratively review the expectations and practices outlined in the Student Code of Conduct to reinforce all staff understanding of their role in delivering a consistent and safe learning environment.</p>

Key affirmations



Parents, students and staff express pride in being a part of the school community.

Staff express a strong commitment and connection to the school. Parents articulate staff take a genuine caring approach to their students’ welfare and academic success. Parents and Citizens’ Association members communicate they are passionate about the school being a place of fun and opportunities for students. Students describe a strong connection to their school, and describe their teachers as caring, supportive and engaging.



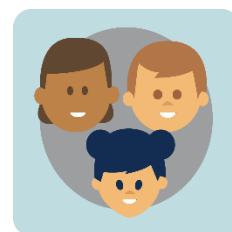
Students say, ‘I like knowing what I can do well and what I need to focus on to get even better’.

The leadership team articulates the belief that reliable and timely data regarding student outcomes is crucial to the school’s improvement agenda and to planning for effective learning. Teachers indicate that regular opportunities are provided to monitor student learning. Leaders work with teaching cohorts to examine student progress and make modifications to units and teaching in order to support student engagement in learning. Students articulate that ‘feedback strips’ have allowed them to engage in data-informed discussions about their own learning in writing.



Leaders express a commitment to working alongside teachers to strengthen pedagogical practices.

Leaders and teachers talk about their mutual learning through collegial discussions in staff meetings, Professional Learning Teams, and learning walks and talks. Teachers endorse the whole-school focus on visible learning. They use learning intentions, success criteria and exemplars in the co-construction of ‘Bump it up’ walls. Students articulate a clear understanding of how they can use Bump it up walls to improve their writing.



Staff and parents recognise the positive impact of seamless transitions into Prep.

Parents attribute their child’s successful transition from Kindergarten to Prep, to the close working partnership between the school and feeder Early Childhood Education and Care (ECEC) centres. School and ECEC staff comment on the success of the dedicated transition teacher position that enables oversight for the year-long program, Prep playgroup, orientation sessions, parent sessions, and, when appropriate, intensive individualised support. Teachers highlight the strength of the program in developing deep knowledge of children before enrolment.