

Burpengary Meadows State School

Executive Summary



School
Improvement
Unit





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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 **Burpengary Meadows State School** from **27 February to 1 March 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 which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Phil McLucas	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer, SIU
Jim Horton	External reviewer



1.2 School context

Location:	Rowley Road, Burpengary
Education region:	North Coast Region
Year opened:	2007
Year levels:	Prep to Year 6
Enrolment:	626
Indigenous enrolment percentage:	10 per cent
Students with disability enrolment percentage:	26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1012
Year principal appointed:	2010
Full-time equivalent staff:	40
Significant partner schools:	Burpengary State School, Burpengary State Secondary College, Narangba Valley State School, Narangba State School, Narangba Valley State High School, Morayfield State School, Morayfield East State School, Morayfield State High School, Jinibara State School
Significant community partnerships:	Helping Hands Out of School Hours Care (OSHC), Early Years Centre, Moreton Bay Regional Council, Narangba/Burpengary State School Cluster, Scripture Union, Bunnings Warehouse, Kangaroo Bus Lines, Woolworths, parents and volunteers, Queensland University of Technology (QUT) - Caboolture, Deception Bay Returned and Services League of Australia (RSL) sub branch, Bright Botts, Kids Rock, Goodstart, school nurse.
Significant school programs:	XO Laptops in Years 1 to 4, XO mechanics training, Student Performance Improvement Monitoring (SPIM) model for feedback and monitoring, Sounds to Letters phonics and spelling program, Curriculum edStudio, Individual Support Plan (ISP) and Individual Curriculum Plan (ICP), Process and differentiation tracking tool – Narrowcast adjustment support data base, Prep transition, Narangba Valley State High School - Science Maths Academy and Primary United Learning in Science and Engineering (PULSE) program.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), 18 teachers, 11 teacher aides, guidance officer, Special Education Program (SEP) teacher, STLaN, Business Services Manager (BSM), two office staff members, chaplain, Parents and Citizens' Association (P&C) president, tuckshop, uniform shop and banking volunteers, four cleaners, facilities officer, four home reader volunteers, 22 parents and 42 students.

Community and business groups:

- Indigenous community advisor and Coordinator of Helping Hands Outside of School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal of Narangba Valley State High School.

Government and departmental representatives:

- Federal Member of Parliament for Morayfield and Assistant Regional Director (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 2 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	OneNote
edStudio	



2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide commitment to the motto of ‘Respect, believe, strive’.

Parents’ and children’s pride in their school is reflected by the high rate of wearing the uniform.

Teachers, parents and students speak highly of the school and the positive, supportive approach of the staff members and leadership team.

There is a commitment amongst staff members to ensure that a learning environment which is safe, inclusive and respectful and that promotes learning exists.

School leaders have established and are driving an Explicit Improvement Agenda (EIA) to improve student learning outcomes in the area of writing and numeracy.

The EIA outlines a broad range of strategies and actions in the priority areas of writing and numeracy. Timelines for implementation of strategies and actions are yet to be articulated. The leadership team has established some targets for student improvement. Staff members are yet to fully understand and develop an ownership of the targets.

School leaders and staff members are united and committed to the writing and numeracy agenda and express their belief that every student can improve.

Roles and responsibilities of individual members of the leadership team in supporting the implementation of the EIA throughout the school are yet to be fully developed.

Teachers are appreciative of the feedback they receive from school leaders.

Some teachers take the opportunity to observe other teachers in their classrooms and access modelling and coaching support from the leadership team. A systematic feedback, modelling and coaching cycle that is aligned to the EIA and available to all teachers is in the beginning stages.

All teachers articulate differentiating for students through adjusting the learning environment, the content covered and modifying assessment pieces.

The level of teacher skill in using data to identify starting points for teaching, especially for high achieving students, is variable.

Formal internal moderation occurs at least once per term with a focus on consistency of teacher judgements aligned with the Australian Curriculum (AC) achievement standards.

The moderation focus is chosen by the year level team. A willingness to extend moderation opportunities beyond the school campus is acknowledged as being an important step forward. The leadership team recognises the need to deepen rigour in moderation processes.



The school is held in high regard by parents and the wider community.

The school has established partnerships with parents, early childhood centres, local high schools, local businesses and other agencies for the purpose of improving outcomes for students.



2.2 Key improvement strategies

Narrow and sharpen the EIA to ensure measurable gains are made within negotiated timelines.

Develop a specific statement of roles, responsibilities and accountabilities for all school leaders and staff members that clarifies key actions, accountabilities and implementation timelines for the EIA.

Develop a systematic school-wide modelling, coaching and feedback cycle aligned to the EIA.

Enhance the data literacy skills of all teachers to enable them to identify starting points in order to engage, challenge and extend students in their learning.

Deepen rigour in formal moderation processes, within and beyond the school, to build consistency and confidence in teacher judgment across all year levels.