

Burpengary Meadows State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1.2 School context

Location:	Rowley Road, Burpengary
Education region:	North Coast Region
Year opened:	2007
Year levels:	Prep to Year 6
Enrolment:	636
Indigenous enrolment percentage:	2.9 per cent
Students with disability enrolment percentage:	4.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1007
Year principal appointed:	2017 (acting)
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, 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, University of the Sunshine Coast (USC) - Caboolture, Deception Bay Returned and Services League of Australia (RSL) sub-branch, Bright Buttons, Kidz Rock, Goodstart Early Learning, school nurse
Significant school programs:	Prep transition, Narangba Valley State High School - Science Maths Academy (SMA) and Primary United Learning in Science and Engineering (PULSE) program, Student Performance Improvement Monitoring (SPIM) model for observation/feedback and monitoring, Sounds to Letters phonics and spelling program, Curriculum edStudio, Individual Support Plans (ISP) and Individual Curriculum Plans (ICP), XO laptops in Years 1 to 4 and XO mechanics training.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, acting deputy principal, deputy principal, acting curriculum coordinator, acting Support Teacher Literacy and Numeracy (STLaN), acting inclusion teacher, seven classroom teachers, two teacher aides, 18 students and 16 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) representative.

Government and departmental representatives:

- Principal Professional Advisor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	How We Do Business Placemat 2018
Investing for Success 2018	Strategic Plan 2018-2022
Headline Indicators (2018)	School Data Profile (Semester 2, 2017)
OneSchool	Curriculum planning documents
School pedagogical framework 2018	Student Target Tool
School Opinion Survey	Discernible Differences Tool
School data plan	School newsletters and website
School improvement targets	Responsible Behaviour Plan for Students
Student Performance Improvement Monitoring (SPIM) records	



2. Executive summary

2.1 Key findings

A strong collegial spirit exists in the school.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school. The school has a team of dedicated teachers and teacher aides that shares responsibility for student learning. A team approach to the delivery of teaching is apparent in the school. Staff members in the school speak highly of each other.

All staff members are united and committed to improving the quality of teaching and learning in writing.

The acting principal and the leadership team have established and are driving a sharp and narrow Explicit Improvement Agenda (EIA) focused on improved student outcomes in writing. The EIA is communicated through staff meetings, whole-school parades, newsletters and parent meetings. School leaders worked collaboratively with teachers from each year level to develop specific targets in writing. The acting principal and other school leaders acknowledge that the consideration of more aspirational targets for student achievement is an area for considered development.

Teachers report the improved clarity of expectations in writing as a positive influence towards achieving the goals of the school's EIA.

Teachers describe a sense of urgency and willingness to advance the agreed strategies to progress the EIA. The acting principal identifies that the roles and responsibilities for each member of the leadership team linked to the EIA are emerging. Clear links to the EIA, accountabilities and timelines for individual action are yet to be documented and communicated to staff members.

The leadership team and teaching staff have worked closely with the regional Head of Department (HOD) of Literacy.

The leadership team focuses their attention and energy on writing and enabling students to become proficient writers. They speak positively regarding the support led by the regional HOD of literacy in providing Professional Development (PD) to understand the Australian Curriculum (AC), to enhance the writing agenda. Some members of the leadership team participate in the local writing coalition cluster that is run by regional HODs and supported by school leaders. Support from the regional HOD is building the knowledge of school leaders in understanding the writing demands of the AC and how this affects the delivery of a quality school writing program. The leadership team acknowledges that their participation in the writing coalition has been integral in building their professional knowledge.



There is the belief that although students are at different stages in their writing that they are capable of succeeding.

Teachers work at understanding where their students are at in the writing process. They understand their students' current knowledge, skills and areas that require improvement. Teachers closely monitor the progress of individual students and continue to adjust their teaching of writing to ensure that each individual is improving. High achieving students articulate the need to set their own personalised writing goal directed by their own analysis of their strengths and areas for improvement. Some students voice a need for greater challenge to be provided in their classroom learning programs.

Teachers are keen to be provided with an opportunity to engage with the observation and feedback cycle.

The observation and feedback process began in earnest during Term 1. The first element in the rollout of whole-school strategies linked to the writing EIA is the modelling, observation and feedback cycle. The first facet of these strategies is led by the acting curriculum coordinator who supports teachers through a process of modelling the teaching of writing. This process is based on a Gradual Release of Responsibility (GRR) approach, with expectations including co-teaching and independent delivery with constructive feedback. The first writing strategy to be demonstrated is modelled writing. The curriculum coordinator and teaching staff articulate that all staff members have completed the 'I Do' observation phase of this GRR approach. Teachers articulate an eagerness to participate in the 'We Do' phase during Term 2.

The school builds partnerships with families and parents.

Parents are recognised as an integral member of the school community. A number of parents volunteer regularly to support students in the classroom during literacy lessons. Parents speak highly of the leadership team and staff members regarding the support they continue to give to individual learners.



2.2 Key improvement strategies

Maintain the sharp and narrow focus of the current EIA including a process to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired aspirational improvements in student learning and performance.

Develop and embed an instructional leadership model for all school leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the EIA, and ensure these are effectively communicated to, and understood by all staff.

Continue to build the professional knowledge of all members of the leadership team as instructional leaders linked to the AC.

Explore ways to extend all students particularly high achieving students within the writing improvement agenda.