

# Burpengary Meadows State School

## Executive Summary





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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 Meadows State School** from **23 to 27 July 2021**.

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)
Michael Zeuschner	Peer reviewer
Valerie Hadgelias	External reviewer



## 1.2 School context

<b>Location:</b>	Rowley Road, Burpengary	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	707	
<b>Indigenous enrolment percentage:</b>	4.4 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	6.6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	20.1per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1003	
<b>Year principal appointed:</b>	2019	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Inclusion (HOI), Head of Curriculum (HOC), guidance officer, Business Manager (BM), two learning leaders, three administrative officers, 28 teachers, 14 teacher aides, 32 parents and 38 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representative and Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Narangba State School principal, Narangba Valley State High School principal, Good Start Early Learning Centre director and Kidz Rock Educational Centre director.

Government and departmental representatives:

- Councillor for Division 12 Moreton Bay Regional Council, Regional Director and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
School newsletters and website	Curriculum planning documents
School improvement targets	School Opinion Survey
Data Collection and Collation overview	Student Code of Conduct
How We Do Business – Writing	How We Do Business – Reading
Quality Standards – Modelled Writing	Quality Standards – Guided Reading



## 2. Executive summary

### 2.1 Key findings

#### **Staff, students and parents speak of the respectful relationships across the school.**

Staff articulate that the school has a positive school culture. A focus on the social, emotional and academic needs of students is apparent. Staff express that all students belong at the school and that they facilitate improved outcomes for students. Parents articulate that there is a positive and welcoming culture at the school and that staff communicate with them about their child and provide regular opportunities to participate.

#### **The 'Wonder Student' case management approach is based upon a range of research.**

The Wonder Student process involves teachers selecting one student from each class who is on the cusp of increasing their Level of Achievement (LOA) in English. Teachers spend time analysing learning and achievement, and implement specific pedagogical strategies to support learning outcomes. Teachers engage in termly meetings to discuss student progress. Teaching staff comment a significant benefit is that the identified strategies for the Wonder Student impact positively on the learning of others.

#### **'How We Do Business' are local frameworks built with staff to guide core business.**

Covering writing and reading, these frameworks are apparent across classrooms with classroom teachers referencing these as the point of truth and guidance for their way of working. The How we do business – Writing aligns writing within the AC, assessment and the necessary pedagogy accessed to deliver. Teachers detail the significant impact in regards to student learning data, changed professional practice, and consistency of language and expectation across the school as a result of this approach.

#### **The principal tracks longitudinal student LOA data.**

Student English, mathematics and science data is tracked over the strategic planning cycle with the explicit monitoring of cohort data. Through this, leaders identify student gains in achievement across the five-point reporting scale within these learning areas. The Wonder Student is a strategy being implemented to support the movement of potential student achievement into higher achievement levels. Some staff identify that the school has greater capacity to support students to attain higher LOAs through targeted systematic strategies.

#### **Leaders recognise the importance of teachers understanding and addressing the needs of all students.**

School leaders express a strong commitment to success for all students. There is an explicit whole-school expectation that differentiated teaching and learning is used across the school to support the learning of every student. Leaders recognise the need to build staff understanding of legislative and policy requirements regarding inclusion and to build a mindset whereby inclusive practice permeates all aspects of the school's work.



**Teachers describe enthusiasm for practices and approaches that are supporting consistent interpretation, application and understanding of curriculum.**

Curriculum planning and delivery are supported by a half-day planning session once a term. Learning leaders and inclusion staff support planning sessions to facilitate co-planning in preparation for co-teaching episodes. Teachers detail that as part of this process, a key focus is on the understanding of the relevant achievement standard and assessment task. Leaders identify that, across the school, teachers are at varying points of understanding regarding key aspects of the Australian Curriculum (AC).

**Staff recognise the importance of differentiation to support all students to be appropriately engaged, challenged, and extended.**

Some teachers articulate how they construct learning experiences that are inclusive of students with diverse learning needs, citing a range of differentiation considerations. Some teachers have a high level of experience and skill in this area. Many staff express a desire to increase their proficiency in differentiating for the full range of students, including highly capable students. Leaders acknowledge the importance of building staff expertise to fulfil the aim of successful learning for all students.

**A structured observation and feedback process supporting guided reading expectations is enacted.**

Student Performance Improvement Monitoring (SPIM) provides a school-wide process for supporting pedagogical practice. It involves a school leader visiting each teacher's class once a term to observe implementation of a specific element from the reading framework. It includes the opportunity for teachers to document their own reflection on their observed lesson using school-designed quality standards. Written and verbal feedback is provided. Teachers articulate that this process drives the identification of the next steps and informs school planning for Professional Development (PD).

**Local childcare services and parents describe the practice of transitional arrangements for students transitioning into the school.**

School staff attend the local childcare centres to observe students, meet with parents, complete enrolments, and provide professional support and learning. The centre directors and staff meet with school staff each term to plan and develop this process. Students from the centres visit the school for Book Week, Under 8s, and other school visits to build familiarity. Transition statements are used to support this process.



## 2.2 Key improvement strategies

Strengthen and expand the systematic approaches used across the school that facilitate the rigorous focus of challenging students to reach their full potential.

Develop a shared mindset about inclusive education leading to clarity for all staff members regarding how it should look in the school, supported by regional personnel to ensure the emerging processes fully align with legislative requirements.

Strengthen approaches that further develop teacher knowledge and understanding of the AC within and across year levels, including the general capabilities and cross-curriculum priorities.

Utilise the existing expertise in the school to support teachers in developing their skills in effectively differentiating for the full range of student learners in their class, including consideration for the needs of high achieving students.