

School Improvement Unit Report

Bundaberg North State School

Executive Summary







1. Introduction

1.1 Background

This report is a product of a review carried out at **Bundaberg North State School** from **15 to 17 August 2016**. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) <u>website</u>.

1.2 School context

Location:	Mount Perry Road, Bundaberg North
Education region:	North Coast Region
The school opened in:	1875
Year levels:	Prep to Year 6
Current school enrolment:	395
Indigenous enrolments:	11.8 per cent
Students with disability enrolments:	8.8 per cent
Index of Community Socio- Educational Advantage (ICSEA) value:	933
Year principal appointed:	2004
Number of teachers:	18.2 (full-time equivalent)
Nearby schools:	Oakwood State School, Sharon State School, Bundaberg North State High School, Gooburrum State School
Significant community partnerships:	Police-Citizens Youth Club (PCYC), North Bundaberg State High School, Indigenous Wellbeing Centre
Significant school programs:	Indigenous Mentoring Program, Days of Excellence, Breathe Exit Ask Relax (BEAR) Plan, Explicit Reading Intervention, North's Got Talent, Extension Literacy and Numeracy



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director (ARD)
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES) and success coach
 - Business Services Manager (BSM), two administration staff, guidance officer and chaplain
 - o 19 parents
 - Two Directors Early Childcare Centre, Playgroup director, tuckshop convenor and three Parents and Citizens' Association (P&C) executive members
 - o Facilities officer
 - o 24 teachers and 11 teacher aides
 - o Indigenous Community Worker
 - o 20 students

1.4 Review team

Lesley Vogan	Internal reviewer, SIU review chair
Danielle Priday	Peer reviewer
Pam Hall	External reviewer

2. Executive summary

2.1 Key findings

• There is a deliberate focus on building and maintaining positive, caring relationships between staff members, students and parents.

The leadership team speaks enthusiastically regarding supporting the wellbeing and academic needs of students. Parents, teachers and staff members comment on the caring and positive tone of the school. The school places a high priority on student wellbeing and human and financial resources are allocated to support student and family needs.

• Parents are welcome in the school and are satisfied with the access to teachers and the leadership team.

Parents express satisfaction with the extra-curricular activities students are able to access and the school expectations regarding student behaviour.

• The school leadership team and staff members are committed to improving learning outcomes for all students in the school.

The school's Explicit Improvement Agenda (EIA) is focused on guided reading, mathematic warm ups and daily writing. Actions for improvement in writing are articulated in the Annual Implementation Plan (AIP). Timelines and targets for the agenda are yet to be formulated. Some processes are in place to monitor teacher confidence in implementing areas of the improvement agenda.

• Most leadership team members have detailed role statements.

These role statements list the responsibilities of each member in the areas of curriculum, behaviour, student wellbeing, teacher professional learning and school management. All role statements do not yet align with the school's improvement agenda.

• There is evidence of a formal induction program for new staff members.

Some staff members express the need for further ongoing and sustained support and access to school documentation that outlines school expectations in curriculum, pedagogy and organisational requirements.

• The school has a whole-school curriculum plan and pedagogical framework.

It is not yet apparent that this plan forms the basis for discussion, collaboration and overall curriculum direction.

- - There are a range of differentiation programs being implemented across the school.

Early intervention is a priority. Students are grouped by ability levels during guided reading. Teacher aides support programs in classrooms. Some procedures and accountabilities for differentiation exist. A school-wide differentiation plan that articulates school support programs, entry and exit targets for programs and the monitoring of effectiveness of interventions provided is not yet developed.

• Members of the community, parents, staff members and students show pride in the school.

Parents value the open door policy that most teachers adopt, their willingness to communicate with parents and the support from school leaders.

• The school has developed a number of partnerships with community organisations in response to identified needs within the school.

These partnerships have been developed over time to support students' academic achievement, resilience programs, cultural development and improved transition to Prep and high school.

2.2 Key improvement strategies

- Develop timelines, explicit school-wide targets and processes for monitoring and evaluating initiatives and programs for improvements in student learning outcomes, aligned to the school's EIA.
- Align leadership team role statements with the school's EIA.
- Implement and monitor a comprehensive induction program for new staff members.
- Access regional resources to support the development of a whole-school curriculum framework that aligns with the Australian Curriculum (AC).
- Develop and implement a school-wide differentiation plan that addresses all students, is inclusive, classroom focused and includes tracking, monitoring and review processes.