

Bundaberg North 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 **Bundaberg North State School** from **3 to 5 August 2020**.

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 Lead Principal to discuss the review findings and improvement strategies.

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

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

1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Christine Dolley	Internal reviewer
John Enright	External reviewer



1.2 School context

Location:	Mt Perry Road, Bundaberg North	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	322	
Indigenous enrolment percentage:	20 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	18 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	943	
Year principal appointed:	2004	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Student Services (HOSS), Business Manager (BM), 21 teachers, 13 teacher aides, two administration officers, Community Education Councillor (CEC), chaplain, guidance officer, three cleaners, facilities officer, Head of Curriculum (HOC) – on leave, 31 parents and 67 students.

Community and business groups:

- President and treasurer Parents and Citizens' Association (P&C), director Stepping Black Indigenous Corporation Australia and director Gidarjil Junior Rangers program.

Partner schools and other educational providers:

- Principal Gooburrum State School, principal Bundaberg Central State School, CEC Bundaberg North State High School, district coordinator Girls' Academy, head of Ignite program and director Bonney Tots Early Learning Centre.

Government and departmental representatives:

- State Member for Bundaberg, Lead Principal and Early Years coach.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School 'Every Student Succeeding' lotus
Investing for Success 2020	School reading and 9 domains placemats
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional development plans	Curriculum planning documents and supports
Collegial framework 2020	Leadership roles and responsibilities (draft)
School pedagogical framework (draft)	Professional development (PD) plan 2020
School newsletters and website	School assessment and target schedule
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting plan (OneNote)	

2. Executive summary

2.1 Key findings

Priority is given to building and maintaining positive and caring relationships between staff, students and parents.

Staff members demonstrate the importance of positive and caring relationships. Students report staff members help them improve their learning and often make learning fun. Parents speak positively of the relationships fostered between teachers and their child and speak proudly of the school and the opportunities provided to support the learning and wellbeing of all community members. Staff members articulate the school encourages respect for diversity in ability, in addition to cultural, racial, ethnic, family and social backgrounds.

Strong partnerships are developed and supported to promote community participation and engagement to enhance student learning and wellbeing.

Playgroup parents appreciate the smooth transition into Prep for their child as they are familiar with the school and its routines well before they commence Prep. A range of transition activities is offered by the high school for Year 6 students. The Stepping Black program, Girls' Academy, Gidarjil Junior Rangers, Community Education Counsellor (CEC) and community Elders support the school and its initiatives to engage and celebrate the Indigenous heritage of students and their families. The Parents and Citizens' Association (P&C) is a small and active group that expresses excitement to support the school through the enhancement of facilities and activities to benefit students and build school and community spirit.

The school is developing a coherent and sequenced plan for curriculum delivery that is aligned to the Australian Curriculum (AC).

The principal and Head of Curriculum (HOC) articulate a continuing focus to implement AC version 8 for all learning areas in all year levels. The Arts and technology are two learning areas currently identified as requiring further attention. Staff members articulate a developing knowledge and expertise in understanding and delivering the AC. The principal and HOC acknowledge the need to further support and lead staff members to work collaboratively to develop a deeper understanding of the AC, including clear plans, structures and associated Professional Development (PD).

The principal and other school leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

School leaders encourage the use of research-based teaching practices in all classrooms so that students are engaged and learning successfully. The school leadership team has commenced drafting a pedagogical framework that is yet to be finalised and shared with the staff. The principal articulates a commitment that the final framework will be collaboratively developed and will be viewed as an opportunity to utilise teacher expertise to identify high-yield strategies. These strategies will support the setting of high expectations for every student's progress, leveraging the school motto '*Strive to succeed*'.



School leaders and staff members articulate the importance of supporting student and staff wellbeing.

Staff members work hard to provide classroom environments that are conducive to learning and work to develop positive relationships with students. Some teachers indicate that increasing levels of student transience, supporting the complex needs of a diverse range of students, a changing community dynamic and irregular attendance rates for some students provide them with ongoing challenges in their day-to-day work. Some staff members express the desire for a greater focus on supporting their wellbeing. The principal acknowledges that supporting the wellbeing of staff is an ongoing priority for the school.

The school leadership team describes a commitment to improving the wellbeing and learning outcomes for students at the school.

Staff members are endeavouring to build learning environments to meet the needs of the diverse range of students. The principal acknowledges the need to provide clear and consistent communication to support all staff in collaboratively working towards achieving the improvement agenda. The principal and leadership team members discuss the documentation of draft roles and responsibilities for leadership team members. The principal articulates the need to further develop this document to include accountabilities of leadership team members, with precise strategies, actions and timelines aligned to the Explicit Improvement Agenda (EIA).

School leaders and staff members articulate the belief that all students are capable of learning successfully when motivated and provided with the appropriate support.

The school has developed an inclusion policy that provides a framework to ensure students with a disability are able to access and participate in education on the same basis as other students. Student learning needs are catered for using a three-tier approach revolving around differentiated and explicit teaching for all students, focused teaching for identified students, and intensive teaching and support. All students with a verification were previously supported through a withdrawal model. Currently all students with a disability are in mainstream classrooms, with additional support provided by a co-teacher and teacher aides. School leaders acknowledge the opportunity to revisit the inclusion policy and develop a shared understanding and ownership with all staff members.

The leadership team views reliable collection and analysis of data as essential to support whole-school and individual student achievement.

Data Analysis and Planning (DAP) sessions are scheduled fortnightly with classroom teachers working in year level cohorts and focusing on pre-moderation processes as part of the moderation cycle, data discussions linked to the core priorities of the EIA, and curriculum planning conversations. The HOC articulates the analysis and discussion of data links to the achievement of the core priorities. Teachers articulate they value this opportunity to work with the HOC. The focus for DAP sessions includes discussions regarding warm ups, open-ended tasks, number talks and Show Me data.



The HOC has led the review of curriculum documentation and planning across the school with the support of regional resources.

Three levels of planning have been developed to support consistency of curriculum implementation and understanding. The HOC provides PD, support and coaching for staff members in curriculum, including increasing staff member familiarisation with the AC. Staff members express appreciation for the work of and support provided by the HOC, particularly in developing their knowledge and understanding.



2.2 Key improvement strategies

Develop structures and plans, including deepening staff members' knowledge and understanding, to implement version 8 of the AC for all learning areas.

Collaboratively develop a whole-school, evidence-based pedagogical framework that is reflective of agreed high-yield strategies for improving student achievement.

Collaboratively develop and implement the staff wellbeing framework to support and address staff members' individual and collective needs.

Review and communicate roles, responsibilities and accountabilities, aligned to precise strategies and actions, for all staff members leading the EIA and school priorities.

Collaboratively review inclusive education practices to clearly define and implement strategies to genuinely support a whole-school approach for inclusion.