

# Burrowes 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 School Improvement Unit (SIU) at **Burrowes State School** from **23 to 26 April, 2019**.

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.

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

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

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Darren Marsh	Internal reviewer
Chris Tom	External reviewer



## 1.2 School context

<b>Location:</b>	Third Avenue, Marsden
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1987
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	778
<b>Indigenous enrolment percentage:</b>	7 per cent
<b>Students with disability enrolment percentage:</b>	12.4 per cent –Nationally Consistent Collection of Data on School Students with Disability (NCCD)
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	933
<b>Year principal appointed:</b>	2019
<b>Number of teachers:</b>	51
<b>Nearby schools:</b>	Marsden State School, Crestmead State School
<b>Significant community partnerships:</b>	Playgroup – school-funded, Logan Together – through Early Years Network, chaplaincy – that works with many community organisations, Parents and Citizens' Association (P&C)
<b>Significant school programs:</b>	Positive Behaviour For Learning (PBL) – Respectful Relationships, Prep Start, Strong Foundations, Advancement Via Individual Determination (AVID), Levelled Literacy Intervention (LLI), English as an Additional Language or Dialect (EAL/D), Art Therapy, Rhythm to Recovery, Solid Pathways, Deadly Choices



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), Head of Behaviour (HOB), Business Manager (BM), guidance officer, 24 classroom teachers, Science, Technology, Engineering and Mathematics (STEM) teacher, Health and Physical Education (HPE) teacher, music teacher, PBL teacher, two Special Education Program (SEP) teachers, EAL/D teacher, 15 teacher aides, two administration officers, four ancillary staff and tuckshop convenor.

Community and business groups:

- P&C president and school chaplain.

Partner schools and other educational providers:

- Director of local early childhood centre

Government and departmental representatives:

- Councillor for Logan City Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
School based curriculum framework	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview report
Inclusive Education policy	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data schedule	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Headline Indicators (October 2018 release)	Collegial Engagement and Collaborative Inquiry policy



## 2. Executive summary

### 2.1 Key findings

**Staff members are united in their pursuit that all students are provided with opportunities to learn and achieve.**

A significant number of students come from diverse backgrounds with school staff members displaying a strong commitment to the successful inclusion of all students in the day-to-day life of the school. Many staff members identify a strong bond to the school and the students who attend it. Members of staff work to develop positive relationships that enhance the learning culture and wellbeing of students.

**The school leadership team is promoting teacher knowledge of the Australian Curriculum (AC) through development of curriculum units in English and mathematics.**

This collaborative planning process provides an opportunity to unpack the demands of the AC and link these to commonly agreed assessment tasks and Guides to Making Judgements (GTMJ) from Curriculum into the Classroom (C2C) resources. 'I can' statements are developed in student-friendly language and are shared with students. The establishment of learning walls in classrooms is emerging through this work.

**The school has developed a Professional Learning Team (PLT) structure to foster collegial engagement in teaching and learning.**

A cycle of inquiry process is implemented during PLTs whereby teachers utilise data to identify a 'problem of practice' for their year level. An action plan is constructed that includes agreed strategies in addition to pedagogical approaches for implementation. The action plan is monitored by the PLT each week. Most teachers indicate they value opportunities to work with and learn from their colleagues. School leaders indicate these meetings focus on deepening teacher understanding of differentiation required to meet student learning needs.

**The principal is committed to working with staff members to collaboratively develop whole-school approaches that promote high expectations of a safe, supportive and disciplined learning environment.**

Students, parents and staff members recognise the effective and consistent management of behaviour is a priority area for the school. Positive Behaviour for Learning (PBL) has been used at the school for a number of years as the model to achieve positive student behaviour. Most staff members articulate concerns regarding an inconsistency in the way PBL is currently delivered. A revitalisation of the processes to ensure there is a school-wide commitment to explicit expectations and routines that support student engagement in the classroom and playground has commenced.



**The school team is committed to improving learning outcomes for all students.**

The school's Explicit Improvement Agenda (EIA) is currently broad in nature with staff members' knowledge of the various elements and expected ways of enacting the EIA variable. The principal expresses a commitment to refining the EIA to have a narrow and sharp focus and to working with members of the teaching team to collaboratively identify agreed strategies for collective implementation across the school. School leaders acknowledge the need to support this process by regularly monitoring implementation of the EIA to promote high levels of consistent practice and enhance teacher capability development.

**The leadership team views school-wide analysis and discussion of data as a priority area to inform teaching and the next steps for student learning.**

A whole-school reading data wall displays a range of student achievement. The wall displays student outcomes in 'above', 'at' and 'below' benchmark groupings. Teachers are developing their skills in applying the outcomes of the data wall discussions to their day-to-day classroom practice through the cycle of inquiry action plan. This process is in the early phases of implementation. The leadership team acknowledges the need to further support teachers in effectively using diagnostic, formative and summative data sets to know students and to plan appropriate responses to enhance student learning outcomes.

**The school is investing in a broader leadership team structure to support teachers in the implementation of curriculum, teaching and learning.**

Members of this team are committed to developing their skills and frequently lead and participate with staff in Professional Development (PD) conducted in the school. School leaders attend key PD aligned to the school's improvement agenda. The principal recognises the importance of providing further opportunities for members of the leadership team to develop their capabilities as instructional leaders through access to collegial networking, mentoring, personal coaching, quality PD and cycles of feedback.

**The leadership team acknowledges the development of staff into an expert teaching team is central to improving outcomes for students.**

The leadership team focuses on capability development that aims at improving the quality of teaching through supporting school staff members to become the best that they can be. The school has a documented Collegial Engagement and Collaborative Inquiry policy that is designed to detail opportunities for staff capability development. The enactment of this plan is yet to consistently support a systematic and timetabled approach to staff capability development. School leaders indicate a commitment to identifying and supporting a differentiated capability development process for school staff that will provide access to a broad range of professional learning opportunities aligned with priority areas.



**A range of opportunities is provided to students throughout the school year to develop skills in areas of enthusiasm or interest.**

School staff members provide sporting, cultural and wellbeing activities for students including interschool sport in rugby league, soccer, touch and basketball. Students are offered opportunities to develop their skills and talents in the Arts through the annual Christmas Spectacular, Talent Quest, Arts Evening, choral and instrumental performances and drumming program. Wellbeing activities include Rhythm to Recovery, Regenerate, Gritt and the Art Therapy program. Students and parents appreciate the time staff members take to provide these activities.

**Many staff members acknowledge strong levels of personal and professional support from colleagues across the school.**

Staff members speak positively regarding the direction of the school emerging through the work of the new principal. A culture of mutual trust and respect is developing with most members of staff committing to working together to improve outcomes for students and to engaging with the school's improvement agenda. Most staff members express a sense of belonging to their school with a willingness to engage in professional dialogue aligned to improving student learning and wellbeing.



## 2.2 Key improvement strategies

Collaboratively develop whole-school approaches for managing student behaviour to enable consistent implementation of agreed strategies that promote high expectations of a safe, supportive and disciplined learning environment.

Refine the EIA to have a narrow and sharp focus and support teachers to implement agreed strategies that are regularly monitored by school leaders to promote high levels of consistent practice.

Support school staff in effectively using diagnostic, formative and summative data sets to know their students and to plan appropriate responses to enhance student learning outcomes.

Strengthen the instructional leadership capabilities of all school leaders through access to collegial networking, mentoring, personal coaching, quality PD and cycles of feedback.

Develop processes for school leaders to identify and support a differentiated capability development process for staff members that provides access to a broad range of professional learning opportunities aligned with priority areas.