Bargara State School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bargara State School** from **22 to 24 February 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 to discuss the review findings and improvement strategies.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Gary Lynn	Peer reviewer
David Hinton	External reviewer

1.2 School context

Location:	Bargara Road, Mon Repos
Education region:	North Coast Region
Year opened:	1893
Year levels:	Prep to Year 6
Enrolment:	436
Indigenous enrolment percentage:	9 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963
Year principal appointed:	2008
Full-time equivalent staff:	27.24
Significant partner schools:	Kepnock State High School, Burnett Heads State School
Significant community partnerships:	Bargara Remembers (ANZAC Committee), Lions Club of Bargara, Lead Childcare
Significant school programs:	Feedback project, Vignacourt France ANAZAC project

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, master teacher, guidance officer, two Support Teachers Literacy and Numeracy (STLaN), two special education teachers, teacher librarian, chaplain, Business Services Manager (BSM), administrative assistant, 19 classroom teachers, instrumental music teacher and classroom music teacher, physical education teacher, Languages Other Than English (LOTE) teacher, schools officer, cleaners, 15 parents, and 50 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice-president, and Lions Club of Bargara representative.

Partner schools and other educational providers:

- Principal of Burnett Heads State School, Principal of Kepnock State High School and Lead Childcare Director.

Government and departmental representatives:

- Bundaberg Regional Council, Local Councillor and Assistant Regional Director (ARD).

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2016 and 2017	Strategic Plan
Headline Indicators (2016 Semester 2)	School Data Profile (Semester 2 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School Handbook
School pedagogical framework	Quadrennial School Review documents
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

School leaders are driving the school's expectation that every student can learn and achieve. This expectation is articulated by parents, staff members and students.

This is a welcoming school community with positive caring relationships apparent between students, staff members and parents. There is a strong sense of belonging and pride in the school and appreciation by staff members, parents and students for the school's high expectations regarding behaviour. Staff and community members articulate that this is a school of choice in the local education community.

The school applies its human and financial resources to address the learning and wellbeing needs of the students.

A range of support staff and teacher aides support the needs of identified students in the school. The roles of support staff and the way in which they work in classrooms vary across the school.

School leaders utilise data to analyse trends as a basis for tracking student outcomes and planning support for students.

School leaders use data as a catalyst to implement improvement agenda priorities. Most staff members are actively involved in the collection and recording of student achievement data. Opportunities for staff members to develop their data literacy skills and engage in focused conversations to analyse this data are emerging in the school.

The school's leadership team views the ongoing development of staff members into an expert and coherent teaching team as central to continuing the improvement of outcomes for all students.

There is evidence of a collegial approach in the way staff members plan and develop their teaching and learning. New staff members report that informal support from colleagues has developed their understanding of school practices and ways of working. Teachers have been provided with opportunities in the past to observe each other work, enabling teachers to share and learn from each other's practice.

The school has developed a whole-school curriculum plan to implement the Australian Curriculum (AC).

Staff members of the school are familiar with the school's curriculum expectations and appreciate the work of the master teacher in leading curriculum delivery in the school. Professional learning opportunities are provided to teaching staff members to build their knowledge and skills in the implementation of the AC. Processes to ensure that the intended curriculum is being enacted in all classrooms are yet to be developed across the school.

The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

The school leadership team is explicit regarding the expected practices they wish to see in the school. All teaching staff members are able to discuss the use of agreed comprehension strategies in the school. The school utilises a range of activities that enable teachers to reflect on their practices. Some teachers are provided with modelling, coaching and feedback. A formal observation and feedback model that involves all teachers is yet to be developed and implemented.

The school is aware that high student attendance and engagement are key to improving the learning outcomes of students in the school.

The school has introduced same day notifications of student absences. Some strategies are utilised to address attendance rates including newsletter items, phone calls and letters home to parents. The school acknowledges that they have had limited success with strategies to date and are aware that attendance rates for Indigenous students are of concern.

The school is held in high regard by both the school community and the wider community. Strong partnerships are apparent between the school's Parents and Citizens' Association (P&C) and community groups.

The school has a strong and supportive P&C. The P&C is currently striving to expand its membership base to continue the positive relationship with the school and its leaders. The school has strong relationships with a variety of local groups and organisations including the ANZAC Day commemorative committee and local Lions club. Communications with parents and the local community are regular and occur through newsletters, school website and Skoolbag App. Parents hold the school in high regard and speak positively of its achievements, leadership and the relationships between parents and the school.

2.2 Key improvement strategies

Review the allocation of special education, learning support staff and teacher aides to ensure all allocations are used in a targeted manner to maximise learning for students and teachers.

Provide regular professional learning opportunities for teachers to improve and strengthen their data literacy skills using school data sets.

Develop a Quality Assurance (QA) process to ensure the planned intended curriculum is being enacted in all classrooms.

Collaboratively develop a school-wide observation and feedback process for all classroom teachers aligned to the implementation of the EIA.

Develop and implement an attendance strategy to build a culture of high student attendance within the school and wider community.