

Bargara 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) **Bargara State School 23** to **25 June 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

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|-----------------|---------------------------------------|
| Lesley Vogan | Internal reviewer, EIB (review chair) |
| Benjamin Turner | Peer reviewer |
| Ken Swan | External reviewer |



1.2 School context

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|--|--|---------------|
| Location: | Bargara Road, Mon Repos | |
| Education region: | North Coast Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 382 | |
| Indigenous enrolment percentage: | 10 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 3.6 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 20.3 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 995 | |
| Year principal appointed: | July 2008 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting deputy principal, substantive deputy principal, Head of Special Education Services (HOSES), Business Manager (BM), Head of Curriculum (HOC), guidance officer, chaplain, 23 teachers, 12 teacher aides, two administration officers, cleaner, 21 parents and 55 students.

Community and business groups:

- Current and past Parents and Citizens' Association (P&C) president, past P&C secretary and four volunteers.

Partner schools and other educational providers:

- Student management support teacher, principal of Walkervale State School, principal Kepnock State High School, principal Woongarra State School and principal Bundaberg East State School.

Government and departmental representatives:

- Councillor for Division 5 Bundaberg Regional Council, State Member for Burnett and ARD.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2021 | Explicit Improvement Agenda 2021 |
| Investing for Success 2021 | School Opinion Survey |
| Headline Indicators (April 2021 release) | School Data Profile (Semester 1 2021) |
| OneSchool | School budget overview |
| Professional learning plan 2021 | Curriculum planning documents |
| Pedagogical Precision Inquiry Planner | Multi-tiered systems of support framework |
| School pedagogical OneNote | Professional development plans |
| School data plan | School newsletters and website |
| School based curriculum, assessment and reporting framework | Student Code of Conduct |



2. Executive summary

2.1 Key findings

The school provides opportunities for teachers to meet together in year level Professional Learning Teams (PLT).

PLTs support the development of improved pedagogical practices and enhance collegial engagement. These teams meet weekly to engage in data interrogation, moderation, case management and the development of Annual Performance Development Plans (APDP). Teachers highly value these opportunities to participate in professional dialogue and sharing.

Staff, students and parents share a love for the school and its role within the community.

Staff speak fondly regarding the opportunity to work at the school, highlighting student behaviour and their willingness to learn as determining aspects. Students demonstrate an appreciation for teaching and support staff as well as opportunities for extracurricular activities including Reef Guardians, instrumental music and a range of lunchtime clubs. Senior students participate in the 'Amazing Shake' program that develops qualities in young people related to manners, deportment and etiquette. Many parents express the belief this is a community-oriented school that reflects the welcoming and empathetic approach modelled by the principal.

Staff express an appreciation of the opportunity to re-establish and re-define a set of collegial values.

Some staff identify a number of issues that may be influencing the ongoing development of a school culture that is built on mutual trust and respectful relationships. Communication, opportunities for shared decision making, and respectful professional discussions aligned with values are some of the concerns shared by school leaders and staff members. School leaders have responded to these concerns by initiating a process to collaboratively develop a shared understanding of school values and a range of wellbeing initiatives.

School leaders identify the importance of developing school systems and processes to underpin the development, implementation and evaluation of strategies and actions aligned to the Explicit Improvement Agenda (EIA).

The principal and deputy principal attended Systems Leadership Professional Development (PD) earlier this year. This PD was in recognition of the need to build cohesive and sustainable ways of working and to free time for instructional leadership activities including collaborative strategic planning, classroom visits and PLT participation.



Teaching staff appreciate the clarity of the curriculum plan and are familiar with the school's shared curriculum expectations.

The embedding of the planned school curriculum across all year levels continues to emerge. School leaders value the Curriculum into the Classroom (C2C) resources because they are quality assured by the department. Quality Assurance (QA) processes to ensure effective implementation of the Australian Curriculum (AC), optimising student learning outcomes, are yet to be apparent. The weekly PLT process is utilised to check in with and support year level teachers with their curriculum planning, implementation, assessment and moderation practices and encourage professional conversations. Informal QA processes are an aspect of these conversations.

School leaders and staff are committed to inclusive practices to maximise the engagement, learning and outcomes for the full range of students.

Some members of the teaching team identify a need to build their differentiation capabilities to understand the range of complex needs including the cultural, social, emotional, behavioural and learning needs of students. Some staff members indicate differentiation should be a future priority area and suggest the development of a differentiation plan would assist teachers in their planning.

Staff meetings are structured to include a PD component aligned to the EIA.

These opportunities include learning walks and deepening understanding of Age-appropriate pedagogies (AAP). Teacher aides meet each week with the principal and Business Manager (BM) to discuss operational issues and professional learning opportunities. Teacher aides identify they would appreciate further opportunities to work more closely with teachers and leaders to understand programs and initiatives delivered throughout the school. The school has a professional learning plan that is yet to incorporate coaching, formal mentoring, Watching Others Work (WOW) and sharing of practice aligned to school priorities including AAP and 'Clarity'¹.

Leaders articulate the importance of understanding the needs and aspirations of individual and groups of students to inform school support processes, resource allocations and improvement priorities.

The school student population comprises a number of social inclusion priority groups. The school has recently transitioned to a multi-tiered system of support (MTSS) for student learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision making. Support staff identify the benefits of this transition for providing a more equitable, structured and sustainable approach for delivery of support for students.

¹ Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading*. Corwin.



Local community leaders support and speak passionately and confidently of the school, recognising high levels of parent and community support and connection.

The school's volunteer program is celebrated widely for its unique approach to involving local senior citizens in one-to-one student learning support focusing on sight words. The senior citizens are provided with a comprehensive induction, supported with buddies in the early stages of their involvement, and work with targeted students. Volunteers acknowledge they receive great personal benefit from helping the students. Over 30 volunteers are in the program, with word-of-mouth promotion generating continual community interest.



2.2 Key improvement strategies

Further foster a school culture of mutual trust through shared decision making and respectful, professional discussions aligned to the newly developed staff-identified values.

Build cohesive and sustainable school systems and processes to underpin the development, implementation and evaluation of the EIA and enable leaders to participate in instructional rounds including collaborative strategic planning, classroom visits and PLT participation.

Strengthen processes to embed the AC in all learning areas and quality assure implementation practices.

Collaboratively develop a shared differentiation plan to meet the needs of the full range of students, including a focus on meeting the needs of high achieving students.

Strengthen the school professional learning plan by incorporating coaching, formal mentoring, WOW and sharing of practice aligned to school priorities including AAP and Clarity.