Bracken Ridge 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 **Bracken Ridge State School** from **5 to 7 February 2018**.

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 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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer
Tony McGruther	External reviewer

1.2 School context

Location:	Binburra Street, Bracken Ridge
Education region:	Metropolitan Region
Year opened:	1957
Year levels:	Prep – Year 6
Enrolment:	366
Indigenous enrolment percentage:	11 per cent
Students with disability enrolment percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977
Year principal appointed:	2015
Full-time equivalent staff:	33.54
Significant partner schools:	nil
Significant community partnerships:	Coronis Real Estate, 24fit, Jabiru Outside School Hours Care (OSHC), Round Table Coffee, Queensland Police Service (QPS) – Adopt-a-Cop, Bracken Ridge Swimming Club, Bracken Ridge McDonalds, Grasshopper Soccer, The Smith Family, Young Men's Christian Association (YCMA) – Breakfast program
Significant school programs:	Student Success and Wellbeing (SSW), University of Queensland (UQ) feedback project, the Arts program, Digital Technologies program, Fathering Project, Coding Club, Mindful Hive

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), literacy and pedagogy coach, Support Teacher Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP), 19 teachers, eight teacher aides, Business Manager (BM), administration officer, grounds officer, chaplain, Parents and Citizens' Association (P&C) representative, school council representative guidance officer, tuckshop convenor, tuckshop volunteer, 46 parents and 53 students.

Community and business groups:

- Mother Duck Child Care – director and kindy teacher, and Coronis Real Estate representative.

Partner schools and other educational providers:

- Dr Cam Brooks University of Queensland (UQ) and deputy principal Sandgate State High School.

Government and departmental representatives:

- Two ARDs.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018 - Draft	Strategic Plan 2015-2018
School data	School Data Profile (November, 2017)
OneSchool	School budget overview
Learning plan 2018	Responsible Behaviour Plan
School improvement targets	School newsletters and website
School pedagogical framework	School Opinion Survey
Headline Indicators (Semester 2, 2017 release)	Whole School Curriculum and Assessment Plan

2. Executive summary

2.1 Key findings

There is a clear student-centred focus throughout the school.

All staff members are able to identify how they are endeavouring to meet the learning and wellbeing needs of all students through classroom-based interventions and school-wide initiatives and programs. High expectations for student engagement, behaviour and learning are supported by the school's Explicit Improvement Agenda (EIA) and school resources are targeted towards improved student learning outcomes.

Staff members express a genuine commitment to the school's future direction and the improvement of student learning outcomes.

The principal and staff members articulate an understanding of the importance of a collaborative approach to support the EIA and improve student learning outcomes.

School leaders recognise that highly effective pedagogy sets the foundation for improving student learning.

All staff members are cognisant of the importance of providing engaging, challenging and relevant learning experiences within classrooms and are able to articulate the school-expected practices they are utilising in their day-to-day teaching.

Staff and community members are supportive of and committed to the school's improvement agenda.

This agenda focuses on improving outcomes in '*Engagement: Neuroscience/Mindfulness, Improvement: Improving reading and literacy skills through comprehensive Literacy Blocks and Achievement: Success Criteria'*. The leadership team acknowledges they continually refine the broad concepts *of Engagement, Improvement* and *Achievement* into strategies and actions that will inform teacher practice and impact on student learning outcomes.

The school has an expressed agenda for improvement in reading.

Reports from staff members and school leaders indicate that the content and design of the literacy block requires further specification, design and practice to ensure its ongoing effectiveness and sustainability for the teaching of reading.

All teachers are engaging with the school's agenda of improving student positive dispositions for learning and reading outcomes.

Case management meetings, feedback provided to teachers following learning walks, data interrogation sessions, and cooperative planning sessions are examples of school initiatives designed to further develop teachers' identification of student learning needs, starting points for learning and self-reflection on practice. Teacher expertise in transferring information gathered on student learning needs to the implementation of effective differentiation practices within classrooms is variable across the school.

There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes.

Teachers are open to discussion and formal feedback from the leadership team. Teaching staff members are supportive of the learning walks and talks conducted by the leadership team and most teachers welcome the feedback they receive during the debrief sessions. Some staff members highlight a culture of visiting classrooms to share practice as a future focus. The leadership team identifies this as a future strategy to build staff capacity.

A clear focus exists on developing teacher pedagogical practice related to developing student social and emotional competencies and self-regulation.

Practices are currently highly scaffolded and scripted. Teachers articulate the new pedagogies are beginning to positively influence their classroom practice and student engagement in learning.

All staff members and parents speak of the importance of the family environment the school leadership team has fostered through productive and positive relationships between all community members.

There is a high level of collegiality and trust between teaching staff and non-teaching staff members. Staff members articulate a genuine belief that all students can learn and be successful, and are committed to providing a caring and nurturing educational environment. Parents express the view that the professionalism and dedication of staff members are strongly valued within the community.

2.2 Key improvement strategies

Narrow and sharpen the focus of the EIA to identify the precise and agreed teaching practices that will provide the greatest impact on student learning outcomes.

Refine teacher knowledge and skill in the use of a literacy block to most effectively teach reading.

Further develop teacher expertise to utilise school and class data sets to identify starting points for learning for the full range of students in their classroom including high performing students.

Extend the classroom-based learning to include opportunities for teachers to watch each other work.

Further develop teacher mastery of effective pedagogical practices for the teaching of social and emotional competencies and self-regulation.