



School Improvement Unit Report

Bundamba State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Bundamba State School from 20 to 22 October 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	221 Brisbane Road, Bundamba
Education region:	Metropolitan
The school opened in:	1873
Year levels:	Prep to Year 6 and an Early Childhood Development Program (EDCP)
Current school enrolment:	568
Indigenous enrolments:	15 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	909
Year principal appointed:	2013
Number of teachers:	38
Nearby schools:	Riverview State School, Silkstone State School, Ipswich East State School
Significant community partnerships:	Smith Family, Autism Queensland, YMCA (breakfast club), Scripture Union, UQ Health and Wellbeing, Access to Allied Psychological Services, Griffith University (Age Appropriate Pedagogy), Arizona State University (SSIS)
Unique school programs:	Social Skills Intervention System (SSIS), Music Therapy and Drum Beat Program, Achieving Results Through Indigenous Education (ARTIE)



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principals Supervisor
- school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and leadership team
 - 28 classroom teachers and specialists
 - Eight teacher aides
 - 27 students and 18 parents
 - Business Services Manager (BSM) and three administration officers
 - Parents and Citizens' Association (P&C) representatives
 - High school representatives
 - Tuckshop convenor
 - Guidance officer
 - School chaplain
 - Speech language pathologist
 - Achieving Results Through Indigenous Education (ARTIE) representatives
 - School Age Care representatives
 - Local State Member of Parliament – Jennifer Howard
 - Smith Family representatives
 - Playgroup representative

1.4 Review team

Lyal Giles	Internal reviewer, SIU (review chair)
Tony McGruther	External reviewer
Matthew Glen	External reviewer



2. Executive summary

2.1 Key findings

- The school has purposefully targeted the improvement of the expected standard of behaviour and engagement.

Explicit expectations have been established for students. There are clear, agreed and consistent strategies which are implemented by all staff to ensure a safe and productive learning environment.

- The school has established an effective leadership team that is driving a clear improvement agenda.

Leaders within the school are committed to the improvement and direction of the school to ensure improved learning is occurring. The leadership team has established a clear focus on reading, writing, number and behaviour. These priorities are comprehensively identified by staff as the foci for learning goals for students, professional learning and data collection and analysis.

- The staff value and embrace the consistency that has been developed through the pedagogical framework of the school.

School leadership has placed significant priority on identifying highly effective teaching practices and begun an explicit and evidence-based process for driving specific improvements in priority areas for student achievement. The school's pedagogical framework is consistently referenced by teachers as the guiding document for the selection of their pedagogical approaches. The Bundamba pedagogical essentials provides a ready reference and drives consistent and coherent classroom practice across classroom teachers, specialists and the para professional team.

- Coaching, observation and feedback have been implemented within the school to support the development of classroom teachers.

Teaching staff are committed to learning and continually improving their practice. Teachers have engaged in observation and feedback cycles that are well received and aligned to the improvement agenda and the annual performance review process of the school.

- Expectations for student attendance is seen as a matter of concern for the school and seen as an area for continual improvement.

The school has established a target for school improvement and has been proactive in the establishment of outside agencies and support to promote the improvement of student attendance. The school is looking at further ways to refine their practices to improve and promote regular attendance and the value of education.



- There is positive support from parents in the direction of the school.

The school promotes the attendance of parents in a range of social events and these are generally well attended. Opportunities to engage all parents as integral partners in their child's learning is an area identified by the school for further development.



2.2 Key improvement strategies

- Review the school's current projects and their impact on student learning. Ensure the relative effective use of the available resources to monitor and drive consistent and agreed teaching practices and learning initiatives across the school.
- Develop clear strategies to engage parents as respected partners in their child's learning. Ensure that this includes the importance of regular and consistent attendance, parent participation and quality relationships.
- Review and reflect on the current school improvement agenda to ensure further consolidation of existing programs. Develop clear processes to develop enduring staff expertise in these areas particularly for new and beginning teachers.
- Establish a shared school community vision for curriculum and pedagogy that drives aspirations and high expectations. Apply these to inform curriculum design and collective goal setting at whole-school, cohort and classroom level.