

Bundamba 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 **Bundamba State School** from **25 to 27 March 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 Deputy Regional Director 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

Sandra Perrett	Internal reviewer, SIU (review chair)
Michael Hansen	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Brisbane Road, Bundamba
Education region:	Metropolitan Region
Year opened:	1876
Year levels:	Prep to Year 6
Enrolment:	520
Indigenous enrolment percentage:	16.5 per cent
Students with disability enrolment percentage:	5.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	922
Year principal appointed:	Term 4, 2017 (acting)
Day 8 Staffing teacher full-time equivalent (FTE):	29.6
Significant partner schools:	Bundamba State Secondary College, Ipswich 13 schools, Professional Learning Hub – Silkstone
Significant community partnerships:	Mercy Community, Anglicare Southern Queensland, Deadly Choices, Relationships Australia
Significant school programs:	Sight words program, reading club, Aggression Replacement Training, B.I.G Boom!



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), Head of Teaching and Learning (HOTL), Learning Engagement Officer (LEO), 26 teachers, Business Manager (BM), three administration officers, 12 teacher aides, guidance officer, student engagement officer, Speech Language Pathologist (SLP), 51 parents and 40 students.

Community and business groups:

- Parents and Citizens' Association (P&C) executive, Deadly Choices coordinator, Anglicare and Mercy Community representatives.

Partner schools and other educational providers:

- Principal Bundamba State Secondary College and coordinator Byrneville House Child Care Centre.

Government and departmental representatives:

- State Member for Ipswich, Federal Member for Blair and Deputy Regional Director.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	OneSchool
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
School budget overview	PY-Y2 Curriculum Framework 2019
Maker Model of Differentiation	Y3-Y6 Curriculum Framework 2019
Collegial Engagement Framework	School website
School Opinion Survey	Responsible Behaviour Plan for Students
Bundamba State School Community Engagement Strategy	Whole School Diagnostic Assessment Plan 2019
School based curriculum, assessment and reporting framework	Whole School Summative Assessment Plan 2019
BSS Whole School Reading Framework	Differentiation Placemat



2. Executive summary

2.1 Key findings

The leadership team and staff members are committed to improving learning outcomes for students.

Staff members articulate the importance of providing a caring and nurturing educational environment. Classes are calm, inviting learning spaces where the majority of students are actively engaged in learning. Parents express appreciation for the leadership team and teachers, and the school is valued within the community.

The leadership team is committed to welcoming, supporting and mentoring beginning teachers.

Beginning teachers attend a program of Professional Development (PD) and mentoring every fortnight via the district's Professional Learning Hub. In-school mentoring and support is provided by a member of the leadership team that includes PD in school-based practices, policies and procedures. Beginning teachers value the support and advice provided through these programs.

Early career teachers express gratitude for the collaboration, sharing, collegiality and the offers of assistance from experienced teachers.

The teaching team includes early career and experienced teachers. Each year level team consists of at least one experienced teacher. The teaching team is dedicated to promoting the learning of every student. Teachers are enthusiastic, passionate and caring, and are committed to teaching and learning.

Staff members consistently express a dedication and commitment to students and the importance of providing a quality education to them.

Students' daily interactions with staff members and other students are predominantly positive with students speaking favourably of their peers and student behaviour. Parents speak approvingly of the school and the teachers, with a strong belief existing that teachers are welcoming and will listen to their concerns. The leadership team is newly developed and the roles and responsibilities are emerging. Some staff members articulate the desire for higher levels of unity and collegiality to be apparent within the leadership team and across the school.

The school has planned for the systematic delivery of curriculum.

A curriculum framework provides teachers with whole-school and year level unit curriculum plans aligned to Version 8 of the Australian Curriculum (AC). A range of curriculum documents has been developed to support teachers to implement the curriculum framework. Teacher expertise in implementing these documents and their ability to fully implement the AC vary across the school. Processes to ensure that the intent and rigour of the AC are enacted in all year levels are yet to be apparent.



The leadership team identifies the importance of developing quality, consistency and high expectations for teaching and learning across the school.

The Annual Implementation Plan (AIP) identifies reading and student engagement as the two school priority areas. The principal has introduced a range of new initiatives related to reading and student engagement. A clear line of sight between leadership responsibilities, targets and actions is yet to be consistent. Some teachers express concern regarding the changes that have been introduced and identify a desire for collaboration and clarity regarding the development and implementation of school priority areas.

Whole-school PD aligns with the school priorities.

The leadership team is committed to providing teachers with opportunities to continually develop their knowledge of teaching. Some teachers express a desire for PD other than that which directly connects to the school priorities. Consultation with teaching staff regarding PD needs is yet to be apparent.

Parents express appreciation for the efforts of staff and their commitment to their children.

The school has an established Community Engagement Strategy that informs processes related to community consultation and data gathering, identification of student and family needs, establishing effective and collaborative partnerships, and feedback. The Parents and Citizens' Association (P&C) hopes to strengthen their partnership with the school, to develop a stronger sense of community, and further improve communication between the school and parents.

The principal identifies specific student needs and responds to these needs through the allocation of additional staff and resources.

The school applies its resources in a targeted manner to meet the learning needs and wellbeing of its students. It continues to develop clear school-wide policies, practices and programs that assist in identifying and addressing student needs. A budget is developed to include the school priorities and funds are targeted to support the implementation and success of the school priorities of reading and student engagement.

The school has had a leading role in establishing the Bundamba Early Childhood Community Alliance (BECCA).

The local network of Early Childhood Education and Care (ECEC) professionals has begun to meet regularly to support and enhance Prep transition processes. The purpose of BECCA is to share information, resources and training with the intention of improving school readiness and supporting transition.



2.2 Key improvement strategies

Create and implement an action plan to strengthen the effectiveness of the leadership team and the whole-school team and to improve staff morale, identifying strategies that specifically relate to improving consultation, collaboration, communication and clarity.

Further develop curriculum planning, implementation, assessment and moderation processes in accordance with the AC to ensure consistent high-yield practices across the school.

Collaboratively develop and review key improvement documents, ensuring staff members are active and engaged in this process, and create a clear line of site between goals, actions, targets, timelines and responsible officers.

Establish a whole-school PD plan, informed by the Annual Performance Development Plan (APDP) process to clearly identify and differentiate PD needs, ensuring all staff continue to develop their capabilities.

Collaborate with parent representatives, including those of Aboriginal and/or Torres Strait Islander heritage, to develop strategies to increase engagement in the school.