



School Improvement Unit Report

Berrinba East State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Berrinba East State School from 20 to 22 July 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:	Bardon Road, Berrinba
Education region:	South East
The school opened in:	1978
Year levels:	Prep to Year 6
Current school enrolment:	438
Indigenous enrolments:	11 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	900
Year principal appointed:	Term 2, 2014 (acting)
Number of teachers:	26
Nearby schools:	Woodridge State School, Burrowes State School, Kingston State School, Harris Fields State School, Woodridge North State School, Woodridge State High School, Mabel Park State School, Mabel Park State High School
Significant community partnerships:	Caring Women, Young Men's Christian Association, Salvation Army, Bardon Road Behaviour Support Program.
Unique school programs:	Jump Start, Early Start



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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - 26 teachers
 - Business Services Manager (BSM)
 - 12 teacher aides and two administration officers
 - School Chaplain
 - 14 students
 - Parents and Citizens' (P&C) Association, president and 14 parents

1.4 Review team

Lyal Giles	Internal reviewer, SIU (review chair)
Evan Willis	Internal reviewer, SIU
Robert Cole	External reviewer



2. Executive summary

2.1 Key findings

- The staff are committed to the current improvement agenda.

There have been many changes within the leadership team over the past two years as well as several new teaching staff. Despite these challenges, there is a commendable sense of unity within the team and the staff generally. Most teachers were able to identify and discuss a broad range of school priorities – reading, attendance, goal setting, academic excellence, expert teachers and supportive school environment.

- The school implements a whole school assessment schedule. Data collection is valued.

The leadership team explore and share systemic data at a whole-school level to explore student progress. The school is at the beginning stages of developing teachers' data literacy skills.

- Overall student behaviour is improving.

Significant time and effort has been put into behaviour management in recent years. School Wide Positive Behaviour Support (SWPBS) has provided a common language and framework resulting in a downward trend in behaviour incidents. Most attribute this improvement to the consistency of approach to classroom and behaviour management in recent years.

- The school is developing high expectations for students learning.

The majority of staff express the belief that all students can be successful in their learning. This is not yet embedded within the culture of the school.

- There is a coaching and feedback process in place for most staff.

Teachers are open to constructive feedback and enjoy informal, professional discussions with colleagues, through coordinated Professional Learning Teams (PLTs). A strong process of feedback and modelling using the gradual release of responsibility model is in place and supported by the school leadership team.

- There is no whole school curriculum plan that directs the teaching and learning within the school.

The school currently has no documented curriculum plan. The Australian Curriculum is the basis for teachers planning and Curriculum into the Classroom resource is used as a resource. Teachers' unit plans are overseen by the Head of Curriculum (HOC) to guide planning. There is not yet a consistent approach to the implementation of curriculum and assessment across the school.



- The school is at the beginning stages of whole school differentiation.

The school has some Individual Curriculum Plans (ICPs), Access Plans and tracking documents for students with disabilities. Support Teachers Literacy and Numeracy (STLaNs) provide support within the classroom by co-planning with teachers. Further support processes for other students are not clearly defined.

- The principal has identified the need for a consistent pedagogical framework.

School leaders are explicit about their desire to see effective teaching occurring throughout the school and recognise the need to drive a strong agenda to improve teaching practices. A consistent approach to school-wide pedagogy is yet to be embedded.



2.2 Key improvement strategies

- Revisit the school improvement agenda to ensure a sharp and deep focus on a smaller number of areas with the aim of fully embedding systems, processes and targets across the school before shifting the focus to the next priority.
- Engage all school leaders in a coaching and feedback framework that aligns clearly defined role descriptions and performance measures.
- Collaboratively develop a school curriculum plan, which makes clear what (and when) teachers should teach, and students should learn. Collaboratively develop a whole-school reading program to align to the school's current practices and clearly outlines the way to teach reading within the school.
- Formalise, document, publicise and monitor the high standards that Berrinba East State School staff and students are expected to meet.
- Develop school strategies and staff confidence to enable engagement with all parents, including significant cultural groups, as genuine partners in their child's learning.
- Create a whole of school pedagogical framework, with priority given to high-yield, evidence-based teaching strategies.