

# Berrinba East 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) at **Berrinba East State School** from **21 to 23 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

Scott Curtis	Internal reviewer, EIB (review chair)
Scott Edmunds	Peer reviewer
Jim Horton	External reviewer



## 1.2 School context

<b>Location:</b>	Bardon Road, Berrinba	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	415	
<b>Indigenous enrolment percentage:</b>	13 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	8.9 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	37.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	904	
<b>Year principal appointed:</b>	2014	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, guidance officer, Head of Department – Curriculum (HOD-C), administrative officer, 21 teachers, 12 teacher aides, 17 parents, 15 students and early years coach.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Community Elder and Logan Together representative.

Partner schools and other educational providers:

- Woodridge State High School principal and Kingston Tiny Tots Early Learning Centre director.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Collegial Engagement Framework
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 2 2020)
Professional development plan 2021	School budget overview
Roles and Responsibilities statement	School newsletters and website
School pedagogical framework	Student Code of Conduct
School data plan	School Opinion Survey
Aspiring Leaders program	Collaborative Approach to Intervention
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

**The principal and staff champion the vision of *'Every student succeeding regardless of circumstance - Insistent, Persistent and Consistent'*.**

A co-created mission statement focuses on a range of indicators and behaviours that drive the aspirations – 'Great people with great values' and 'Actions and behaviours that propel our mission'. Teachers demonstrate a deep belief that every student is capable of successful learning. Staff members work to facilitate learning at appropriate levels of challenge.

**Teachers value opportunities to work collaboratively with their colleagues.**

Professional Learning Communities (PLC) meet weekly and support teachers and leaders to discuss data regarding student performance, with the aim of fine-tuning curriculum planning and to undertake moderation activities. Teachers express appreciation for the confidence leadership places in them to effectively and professionally use time for enhancing the quality of the learning and wellbeing programs delivered to students.

**The Explicit Improvement Agenda (EIA) is focused on literacy, pedagogy and engagement.**

The EIA is detailed through the Annual Implementation Plan (AIP) and there is an alignment to strategic documentation. The AIP has been established by school leaders and teachers. When considering the AIP, stakeholders reflect on a range of data. Many staff identify a desire for leaders to detail, strategically and collaboratively, priorities with associated actions or strategies, timelines and accountabilities. These staff members express that these priorities need to remain the focus and be consistent.

**Leaders identify the priority to develop teacher understanding and consistency regarding pedagogical practices.**

The current AIP identifies strategies that include mentoring, instructional coaching, Watching Others Work (WOW), learning walks and talks, and 'ghost walks' as features of continued refinement of pedagogical expectations. A small number of teachers identify that informal collegial observations have occurred. Most staff articulate that a systematic and formalised approach to observation and feedback from leaders across the school is yet to occur.

**Staff members in their day-to-day teaching are committed to the success of all students.**

Teachers articulate that over the current strategic planning cycle, a number of Head of Special Education Services (HOSSES) have provided guidance and variability in practice. Conversations with staff members indicate that the school is yet to have a consistent language and understanding of inclusive practices. Leaders express there are a range of views regarding what inclusion means and that the development of a school vision and philosophy of inclusion, and monitoring its consistent implementation are a high priority.

**Staff detail excitement in relation to the collaborative development of curriculum.**

Leaders articulate that the whole-school curriculum plan is currently being 're-built' to facilitate a move away from the reliance on Curriculum into the Classroom (C2C). Teachers express the desire to move towards a more contextualised curriculum with learning experiences to meet student needs, interests and challenges. Many teachers express the value of collaborative planning as a supportive collegial process.

**Positive Behaviour for Learning (PBL) is the signature strategy to support students with their learning.**

The PBL team prepares learning plans for targeted PBL strategies and determines success criteria. Video vignettes of PBL strategies acted out by teachers in the role of students are developed for use in class and for sharing with parents. Staff members comment that the reward system has been significant in improving the overall standard of behaviour. School leaders acknowledge the consistent implementation of PBL in all school contexts is necessary.

**Curriculum planning uses 'story threads' as connecting points.**

A story thread planner has mapped out across the year levels and terms an alignment between the threads, local context and the Australian Curriculum (AC). Story threads are a key approach to curriculum redesign with pedagogical approaches underpinned by language, play and nature. Teachers explain that it is expected that students will learn in, through, with, and about these threads as a part of their connected curriculum.

**The Outdoor Play and Learning initiative is identified as supporting positive impacts on student learning and wellbeing.**

The school has introduced an outdoor play initiative to promote students' language development, and to provide opportunities for social and emotional growth through the enabling of hands-on and differing learning spaces. A range of outdoor play and learning intervention programs is available for targeted students, facilitated by the student engagement teacher, class teachers, a local Indigenous Elder and the Health and Physical Education (HPE) teacher.



## 2.2 Key improvement strategies

Strategically and collaboratively detail priorities with associated actions or strategies for implementation, timelines and accountabilities across all staff.

Enact the school-wide systematic approach of leaders engaging in observation and feedback with teachers associated with pedagogical instruction aligned to school priorities.

Collaboratively explore and develop the school's philosophy and vision for inclusion, and monitor its consistent implementation.

Further strengthen opportunities for staff to deepen their understanding of the AC, including general capabilities and cross-curriculum priorities to support the development of engaging and contextualised learning experiences.

Collaboratively develop processes that monitor the school-wide implementation of PBL to support consistency of language, understanding and expected practice.