Brighton 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 **Brighton State School** from **17** to **19 April 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)

Ken Peacock   Peer reviewer

Clare Grant   External reviewer

1.2 School context

Location:	North Road, Brighton
Education region:	Metropolitan Region
Year opened:	1920
Year levels:	Prep to Year 6
Enrolment:	440
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	5.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1026
Year principal appointed:	2018 (acting)
Full-time equivalent staff:	25.3
Significant partner schools:	Bracken Ridge State High School, Sandgate District State High School
Significant community partnerships:	Young Men's Christian Association (YMCA), The Smith Family, McDonald's Bracken Ridge, Nudgee Beach Environmental Education Centre
Significant school programs:	Reading CAFÉ, 6 Traits of Writing - VOICES, Positive Behaviour for Learning (PBL)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Support Teachers Literacy and Numeracy (STLaN), master teacher, teacher librarian, Special Education Program (SEP) teacher, 20 teachers, five teacher aides, Business Manager (BM), administration officer, Parents and Citizens' Association (P&C) representatives, 35 parents and 47 students.

Community and business groups:

- YMCA – Outside School Hours Care (OSHC) director and community Playgroup coordinator.

Government and departmental representatives:

- Councillor for Deagon Ward of Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 2, 2017)	School budget overview
OneSchool	Curriculum planning documents
Professional learning calendar	School differentiation surfboards
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

Staff members, students and parents articulate that the school has a friendly and positive atmosphere.

Parents report that staff members are supportive, and student wellbeing is a clearly apparent priority. All parents identify there is good home-school communication and that the school has a strong community feel. Staff, parents and community members speak with pride about their school, with a number of multi-generational families attending the school. A consistent comment from the school community is that all staff genuinely care for the learning, social and emotional outcomes of all students.

Curriculum leaders have embedded a clear process for curriculum development and implementation.

Year level teams collaboratively plan with curriculum leaders each term. Planning meetings are established whereby staff identify the units to be taught and quality assure the unit content against the relevant Australian Curriculum (AC) year level achievement standard. These planning meetings include detailed discussion regarding Curriculum into the Classroom (C2C) assessment tasks and the learning intention for the units. Unit learning intentions and student success criteria are developed and shared with students through the unit placemat. The time provided to work with year level colleagues and curriculum leaders is highly valued in building teacher knowledge and understanding of the AC.

The school has established a model of shared leadership to implement school programs, drive the Explicit Improvement Agenda (EIA) and manage school operations.

The principal, deputy principal, Support Teacher Literacy and Numeracy (STLaN) and master teacher are the school leaders who work with teachers in the implementation of school programs. In recent times there have been changes to the leadership team. A new acting principal commenced in Term 1, 2018 and a new acting deputy principal commenced in Term 2, 2018. The current statement of roles and responsibilities for school leaders is yet to address specific strategic accountabilities, key actions and implementation timelines for priority areas relating to each leader's portfolio of responsibility.

School leaders view student achievement data as essential to ongoing whole-school and individual student improvement.

Six 'data days' occur each year. At these whole-day meetings, year level cohort teachers work with leadership team members according to a set agenda regarding student achievement data, and curriculum planning, assessment, moderation and reporting. Teachers indicate that these meetings focus on curriculum planning with some data discussion. Some teachers indicate they would welcome additional support to strengthen their knowledge of deeper data analysis to further drive their teaching and learning decision making.

All staff members have committed to implementing the PBL program.

The principal acknowledges the PBL agenda is in the early phases of implementation. All staff are able to identify the benefits to student wellbeing the Positive Behaviour for Learning (PBL) program will bring to the school when consistently applied by all staff. The principal and staff members continue to work with the regional PBL coordinator to embed PBL processes. The PBL team has been formed in conjunction with a nominated internal coach and some initial training has occurred. The regional PBL mentor is assisting with PBL data gathering surveys to create baseline data that will guide action planning.

Teachers report that the generous support they receive from the leadership team and colleagues is indicative of an environment of strong and positive collaboration.

The leadership team facilitates a culture of ongoing school-wide professional learning that is contributing to the development of a highly able and confident workforce. The leadership team acknowledges the importance of coaching, mentoring, modelling, Watching Others Work (WOW) and formal and informal walkthroughs in building expert teaching teams. They indicate that this emphasis will be a pivotal component of future professional learning and instructional leadership development. Teachers report that they would welcome support in these practices within and beyond the school.

The school's has explicitly focused on the teaching of reading for the past three years.

The school has implemented reading improvement practices through the CAFÉ (Comprehension, Accuracy, Fluency and Extended vocabulary) model. A CAFÉ reading framework outlines school expectations in the teaching of reading. The CAFÉ process is consistently applied across the whole school.

The school is highly regarded by staff members, students and parents.

There is a positive and active working relationship between the Parents and Citizens' Association (P&C) and the school. The P&C is supportive of the strategic directions being established, and the members of the executive promote the school in the local community. The P&C works closely with the school to improve the physical environment and the educational resources on offer for students. The P&C works actively to garner the support of local businesses and community members in supporting these initiatives.

2.2 Key improvement strategies

Develop a specific statement of roles, responsibilities and accountabilities for all school leaders and staff members that details key actions, accountabilities and implementation timelines aligned to the EIA.

Provide further Professional Development (PD) for staff members in analysing and interpreting data that enables staff to conduct more in-depth discussions regarding student achievement to drive teaching and learning practices.

Implement PBL as a whole-school approach to effectively support student behaviour.

Provide further opportunities for all teachers to be involved in formalised, regular and timetabled coaching, mentoring and feedback processes within the school.