Brighton State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Brighton State School** from **16** to **18 March 2022**.

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

Cameron Wayman	Internal reviewer, EIB (review chair)
Leah Mullane	Internal reviewer
David Manttan	External reviewer

1.2 School context

Indigenous land name:	Turrbal
Location:	North Road, Brighton
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	453
Indigenous enrolment percentage:	4 per cent
Students with disability percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1034
Year principal appointed:	2019

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), inclusion teacher, 31 staff, 101 students and 48 parents.

Community and business groups:

- Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC) and Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Sandgate State High School, Bracken Ridge State High School, Boondall State School and Sparrow Early Learning Brighton.

Government and departmental representatives:

- Councillor for Deagon Ward Brisbane City Council, State member for Sandgate and ARD.

2. Executive summary

2.1 Key findings

The school's strong culture is underpinned by the philosophy of *'doing the best for every student'*.

This enables students to have opportunities to engage fully in quality learning experiences, establish friendship groups and be respectful of each other. Positive and respectful relationships between staff members, students and parents are established and a strong sense of partnership between staff, parents and the community is apparent. The school leadership team, teachers and teacher aides demonstrate high expectations of students, and themselves, as successful learners.

The leadership team facilitates a culture of collegiality and professional collaboration amongst staff members.

Teaching staff are committed to supporting students' learning and possess a range of experience, confidence and expertise in the fields in which they teach. The leadership team articulates the development of staff members into an expert teaching team as central to improving outcomes for all students. Staff members express a genuine desire to engage in continuous improvement of their professional capabilities.

School leaders articulate the importance of high quality curriculum planning and enactment in supporting students to progress and succeed.

Teachers work collaboratively during planning days and in Professional Learning Teams (PLT) on the development of their curriculum unit plans for English and mathematics. The Head of Department – Curriculum (HOD-C) provides teachers with their base unit that they unpack in relation to reading strategies, skills to teach, success criteria and reasonable adjustments. A sequence of delivery, aligned to differentiation for specific lessons throughout the unit, is yet to be a consistently documented within the unit planning process. Teachers indicate that sequence of delivery is documented within personal planning. The HOD-C outlines the importance of continuing to strengthen teacher understanding and ownership of the curriculum planning process.

School leaders recognise that highly effective teaching is key to improving student learning.

The school pedagogy approach identifies explicit teaching incorporating the Gradual Release of Responsibility (GRR) as the plan for instruction to be used in the school with particular reference to teaching reading and writing. Teachers indicate that the GRR model is used effectively in their classrooms in English and other learning areas, particularly in the introduction of new learning and revision of learning. Some teachers indicate that they use other teaching approaches to support higher achieving students and to suit the teaching needs of some learning areas.

Teachers work to ensure that students are appropriately engaged and learning activities meet student learning needs.

The school places a strong value on ensuring that classroom teachers recognise and address individual student learning needs. Planned intervention is enacted to support some marker students across the school in focus areas of reading and writing. Teacher development of curriculum modifications for students requiring support and extension varies across the school. Some students express a desire for further opportunities for extension. School leaders indicate the intention to strengthen practices for extending high achieving students and supporting their academic growth. Whole-school expectations for the documentation of day-to-day differentiated and explicit teaching strategies in alignment with curriculum planning are yet to be established.

A collegial engagement agreement details formal observation and feedback for teachers.

Many teachers articulate appreciation of this opportunity for feedback on their teaching based on the 'two stars and a wish' model. Some teachers, including those in the early stages of their career, express a desire to receive more frequent, regular feedback in formal and informal ways that enables them to fully implement school practices and strengthen their teaching skills.

Leaders are dedicated to enhancing student outcomes and work as a cohesive unit.

The principal, deputy principal, HOD-C and learning support teacher make up the leadership team. These staff members drive an explicit and targeted Annual Implementation Plan (AIP). The school has created a comprehensive document outlining roles and responsibilities for school leaders, administrative team and ancillary staff members that details key responsibilities. Key actions for all staff that align with the AIP are yet to be apparent. Some staff express a desire to have greater involvement in leading and supporting the school direction.

The school is driven by a moral imperative that every student is achieving and progressing.

Teachers are committed to providing a curriculum that supports all students to succeed. A range of reasonable adjustments is developed within unit plans to remove barriers to learning and provide students with access to their curriculum entitlement. A range of methods for sharing student understanding of their learning is developed and documented as a part of the assessment process. Teachers articulate the importance of ensuring every student has the chance to improve and succeed.

Staff, students and parents describe positive student behaviour as a highlight of the school's culture.

Positive Behaviour for Learning (PBL) processes are implemented across the school. Staff members indicate that student behaviour is well managed through PBL processes and the school is entering the Tier 2 phase of development. Student behaviour data is analysed and used to plan interventions and the weekly focus lesson. The school chaplain develops a weekly video lesson on the weekly focus that is shared at Friday assembly and used in classrooms during the next week.

2.2 Key improvement strategies

Strengthen teacher ownership and capability in curriculum unit planning processes including consistent expectations for a sequence of delivery linked to day-to-day differentiation.

Review and expand the school's pedagogical approach to broaden the repertoire of teaching approaches implemented that enhance teacher instruction in specific learning areas and for specific cohorts of learners.

Strengthen a shared knowledge and understanding of differentiated and explicit teaching for all students through documented unit-based and classroom processes for teaching in support and extension.

Extend modelling, coaching and feedback processes to strengthen the teaching practice of all staff, including teacher aides, across a range of learning areas.

Define, articulate and strengthen the shared ownership of the school's AIP through assigning agreed roles and responsibilities for all staff members including teachers, with clear targets and timelines.