



# School Improvement Unit Report

## **Buderim Mountain State School Executive Summary**

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Buderim Mountain State School from 31 August to 2 September 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

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|--|---|
| <b>Location:</b>   | Main Street, Buderim  |
| <b>Education region:</b>   | North Coast   |
| <b>The school opened in:</b>   | 1875  |
| <b>Year levels:</b>  | Prep to Year 6  |
| <b>Current school enrolment:</b>                                     | 992   |
| <b>Indigenous enrolments:</b>  | 3 per cent  |
| <b>Students with disability enrolments:</b>                          | 2.3 per cent  |
| <b>Index of Community Socio-Educational Advantage (ICSEA) value:</b> | 1071  |
| <b>Year principal appointed:</b>                                     | Term 2, 2015  |
| <b>Number of teachers:</b>   | 39.65 Full-time equivalent  |
| <b>Nearby schools:</b>   | Mountain Creek State High School, Maroochydore State School, Chancellor State College, Mountain Creek State School, Maroochydore State School, Kuluin State School, Bli Bli State School, Pacific Paradise State School |
| <b>Significant community partnerships:</b>                           | Buderim Safe Committee including Buderim Lions  |
| <b>Unique school programs:</b>                                       |   |



### 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, two deputy principals, curriculum co-ordinator, Head of Special Education Services (HOSES), master teacher
  - 37 classroom teachers, 12 teacher aides
  - Two Support Teachers Literacy and Numeracy (STLaN) and six specialist teachers
  - Four student leaders and 14 students
  - Chaplain, Business Services Manager (BSM), two administration officers
  - Schools officer, six cleaners and two tuckshop convenors
  - Parents and Citizens' Association (P&C) president and two parents
  - Three local feeder high schools, two kindergarten and early childhood providers
  - Local State Member

### 1.4 Review team

|            |                                       |
|------------|---------------------------------------|
| Bert Barbe | Internal Reviewer, SIU (review chair) |
| Mike Ennis | Peer Reviewer                         |
| Ken Rogers | External Reviewer                     |



## 2. Executive summary

### 2.1 Key finding

- The leadership team is committed to finding ways to improve current student outcomes.

School performance data has been analysed by the leadership team and they are aware of trends in student achievement. The principal has shared this data with staff, celebrating significant successes but challenging teachers regarding possible improvements against *Like Schools*.

- The school has a broad improvement agenda which is identified in the Annual Implementation Plan (AIP) 2015.

Staff and parents are unclear about the focus of the school improvement agenda. Staff report unclear and competing priorities. The school improvement agenda has not been clearly communicated to families and the wider community.

- The school has a documented curriculum plan aligned with the Australian Curriculum.

The curriculum plan is being delivered throughout the school and is shared with parents through the parent information sessions and the school website. Teachers report that the curriculum planning day each term has provided them with time to agree on, deliver and moderate consistent teaching and learning across each year level.

- The school has a published pedagogical framework based on *The Art and Science of Teaching*<sup>1</sup> (ASoT).

Teacher reference to ASoT is limited and there is no concentrated professional development being provided to assist teachers to implement the framework. Classroom observations and teacher interviews identify that elements of explicit instruction are incorporated into class teaching.

- Parents receive the published assessment schedule for their child's year level at the beginning of the school year.

Currently, year level assessment schedules are attached to the year level curriculum, assessment and reporting planner distributed to families at the beginning of the school year. A documented school plan for the annual collection of academic achievement data is yet to be fully developed.

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<sup>1</sup> Marzano, R. J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, Alexandria, VA.



- School leaders are currently reviewing the allocation of staff and resources across the school.

The principal and other school leaders are planning to reorganise the human resource allocations for 2016 to maximise in-class student support. Consideration is being given to tightening the student services referral, identification and verification processes in addition to resource and support allocations for the full range of learners.

- The school is characterised by positive caring relationships between staff, students and parents.

The school leaders have recently revisited expectations which are positively acknowledged by the school community. Parents indicate that the school keeps them informed of student progress and programs and that these processes are timely and courteous. Parents enjoy the open classroom time each morning. Students and staff report positive relationships and pride in their school.



## 2.2 Key improvement strategies

- Collaboratively develop the Strategic Plan 2016-19 to ensure key student achievement priorities are narrow and focused and accompanied by targets, timelines, resourcing and professional development for all school personnel.
- Consider maintaining teacher release in year level teams to collaboratively plan, ensuring horizontal and vertical alignment of the curriculum with the involvement of school leader.
- Identify critical elements of the school's pedagogical framework, clarify expectations of teachers and develop school-wide processes to reinforce consistent high quality teaching practices that underpin the school's improvement agenda.
- Develop and implement a whole-school assessment plan that clearly articulates the systematic data to be collected and stored in OneSchool, including timelines and clear targets for year level achievement.
- Collaboratively develop and implement a holistic student services process for student referral, identification and verification processes, and resourcing and support allocations for the full range of learners.