

Buderim Mountain State School

School-led review validation executive summary

About the school

Buderim Mountain State School acknowledges the Gubbi Gubbi/Kabi Kabi people who are the Traditional Custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	North Coast Region (NCR)
Year levels	Prep to Year 6
Enrolment	1100
Indigenous enrolments	2.8%
Students with disability	11.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1087

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Buderim Mountain State School** on **12 and 13 June 2023**.

- **Stephen Bobby**, Senior Principal, Reviews, SRR (validation chair)
- **Terry Gallagher**, Director, Curriculum, Teaching and Learning
- **Helen McCullough**, School Supervisor, North Queensland Region
- **Lesley Pecchiar**, A/Assistant Regional Director, NCR

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 7: Differentiated teaching and learning

Provide all staff Professional Development (PD), including coaching, on differentiated teaching and learning to build their capability to provide accessible, engaging and challenging learning experiences for all students.

Domain 7: Differentiated teaching and learning

Establish a preferred vision for differentiated teaching and learning underpinned by shared understanding and beliefs. Leverage off collective instructional leadership capability to collaboratively design a systematic line-of-sight approach to embed, monitor, and quality assure the impact of differentiated teaching and learning for students at all levels of academic achievement.

Domain 5: An expert teaching team

Revisit the Collegial Engagement Model (CEM) to prioritise opportunities for all staff to observe others plan and teach, and to share evidence-informed, effective differentiation practices.

Domain 1: An explicit improvement agenda

Review the whole-school curriculum, pedagogy and assessment plan to build teacher capability in evidence-informed delivery of mathematics across all year levels.

Key affirmations



A culture of high expectations permeates through the whole school community.

The school has a strong reputation in the local community. Members of the community celebrate that the school offers a 'full package' of education for students. Staff, parents and students articulate high academic and behaviour standards, consistent expectations, and realistic improvement goals. Staff, students and community members outline that all members of the leadership team are highly visible and model high expectations. Students speak of being supported by all staff to meet the school's expectations and note that they are frequently acknowledged for their efforts to achieve and improve.

Staff articulate there is strong collegiality and a very supportive leadership team.



Staff members highlight that the leadership team and their colleagues are positive, approachable and collaborative. Teaching staff consistently identify opportunities for collaboration by sharing teaching strategies and student data through their school processes such as planning days and Collaborative Assessment of Student Work (CASW), which are highly valued by teaching staff. Staff articulate that they feel well supported by the leadership team who communicate and model a work/life balance.

Staff consistently celebrate the strength of the school's culture and its focus on wellbeing.



All staff consistently highlight the strength of the school's culture and describe the positive, supportive, trusting and caring nature fostered and nurtured by the leadership team, parent body, and teaching and non-teaching teams. The school manages its high expectations for student achievement and behaviour through a range and balance of specific strategies and programs such as Positive Behaviour Learning (PBL) and the school-based initiative 'PERKS' (Positivity, Empathy, Resilience, Kindness and Self) that supports wellbeing for the whole school community.

Leaders and teachers strive to prioritise and provide differentiated teaching and learning for all students.



Staff implement their Signature Teaching Strategies Framework to guide differentiation and support academic improvement. The school offers a range of programs, and co-and extracurricular activities that cater for the range of students. School-based programs continue to be developed and refined to enable targeted and intensive teaching and learning with a focus on students' academic achievement. The school connects with the community to provide a wide range of extracurricular activities and is continually investigating opportunities for its students. High levels of pride in student academic and wellbeing outcomes are celebrated.

The school's Parent and Citizens' Association (P&C) is highly valued by staff and the community.



The P&C is an active organisation that takes keen interest in the activities and needs of the school. They also support the school with the development of facilities by providing a yearly 'wish list' for all staff. The P&C runs a number of profitable ventures, including the school's uniform shop, tuckshop and Outside School Hours Care (OSHC) program. These 3 operations generate significant funds which are directed back to the school to enhance facilities and provide resources to support teaching, learning and engagement. Staff and students are appreciative of the ongoing and generous support provided by the P&C.