Buderim Mountain 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 **Buderim Mountain State School** from **29 April** to **2 May 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Mike Ennis   Internal reviewer, SIU (review chair)

Debbie Hansen   Peer reviewer

Scott Anderson   Peer reviewer

Peter Doyle   External reviewer

1.2 School context

Location:	Main Street, Buderim
Education region:	North Coast Region
Year opened:	1875
Year levels:	Prep to Year 6
Enrolment:	1062
Indigenous enrolment percentage:	2.6 per cent
Students with disability enrolment percentage:	2.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1077
Year principal appointed:	2015
Day 8 staffing teacher full-time equivalent (FTE):	65.1 – teaching 23.4 – non-teaching
Significant partner schools:	Maroochydore State High School, Chancellor State College, Mountain Creek State High School, Kuluin State School, Maroochydore State School, Mountain Creek State School, Mooloolaba State School, Brightwater State School
Significant community partnerships:	Buderim Safe Committee, Buderim War Memorial Community Association, Rotary Club of Buderim, Lions Club of Buderim, Parents and Citizens' Association (P&C), school council, SunnyKids, University of the Sunshine Coast (USC) teacher training, Buderim Uniting Church (mentoring and breakfast club)
Significant school programs:	Aspire, Science, Technology, Engineering and Mathematics (STEM), HUB programs, Story Dogs, Stephanie Alexander Kitchen Garden (SAKG), War on Waste, breakfast club, mentoring, chaplaincy

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Business Manager (BM), 59 teachers, 30 non-teaching staff, 18 P&C executive members and members, school council representative, 36 parents and 123 students.

Community and business groups:

- Buderim Uniting Church, SunnyKids, Sunshine Coast Council War on Waste, Partnerships and Professional Learning Officer – School of Education USC, Buderim Safe and Lions Club of Buderim.

Partner schools and other educational providers:

- Coordinator Year 6 transition Maroochydore State High School, Year 6 transition coordinator Mountain Creek State High School, Director Milford Lodge Long Day Care Centre and Director Little Village Early Learning.

Government and departmental representatives:

- Adopt-a-Cop, Division 7 Councillor for Sunshine Coast Regional Council, State Member for Buderim and ARD.

1.4 Supporting documentary evidence

School Balanced Literacy Guide	Annual Implementation Plan and EIA 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (October 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	Strategic Plan 2016-2019
School data plan 2019	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	P&C website and Facebook

2. Executive summary

2.1 Key findings

The school provides a positive and calm tone.

All members of the school community speak of their pride in the school and its positive reputation in the wider community. Students and staff members have an obvious sense of belonging in the school and visitors are made to feel welcome. Students are predominantly calm in their daily interactions with each other and have positive views regarding attending the school. Transitions between buildings before and after school, at break times and during learning periods are orderly. Students report that their peers are respectful of the rights of others.

Curriculum planning meetings are highly valued by staff.

The planning day provided every term to each year level team delivers an opportunity for professional growth and development of individual staff members. The meetings help build staff capability through a consistent approach and provide opportunities for collaboration across all year levels. Teachers are highly committed to the collegial nature of these meetings to clarify the Australian Curriculum (AC) knowledge and skills to be developed for a range of students.

The school has a roles and responsibilities statement for all members of the leadership team.

The school roles and responsibilities statement details the instructional leadership, Human Resources (HR) and governance duties of all members of the leadership team. Most staff are aware of each member's role and responsibilities. The principal recognises the need to enhance the statement of roles and responsibilities for all school and teacher leaders to include accountabilities, targets and timelines for key areas of responsibility aligned to the Explicit Improvement Agenda (EIA).

The Gradual Release of Responsibility (GRR) framework was introduced to the school to improve student results in reading as a priority area for improvement.

The framework aligns to the sequence of modelled, shared, guided and independent reading. This school pedagogical framework guides the teaching practices in relation to reading and, increasingly, mathematics across the school. Teachers report the framework is embedded in their practice, used to inform their teaching and to make clear to students in simple language what their responsibility is in the learning sequence. Most teachers articulate supporting the learning of high achieving students provides an ongoing challenge for them. Teachers recognise the need to build a repertoire of evidence-based pedagogical practices that support diverse learners in all classrooms including potentially high achieving students.

The school has developed a sequenced curriculum plan that is aligned to the AC utilising Curriculum into the Classroom (C2C).

Curriculum is presented in learning areas with an overview and term-by-term units of sequenced lessons aligned to the C2C assessment task. Aspects of the school's curriculum are shared with parents and caregivers through parent information nights at the beginning of the school year, on the school website and through regular newsletters. The links between the curriculum plan and classroom programs and practice are apparent. Efforts are made to ensure that the curriculum is responsive to local needs and context through organised planning days whereby teachers collaborate on the sequence of lessons based on student needs. The leadership team recognises the next step is to increase the precision of the delivery of curriculum by continuing to build teachers' deeper understanding of the AC including cross-curriculum priorities and general capabilities.

The school has developed a clear and detailed data plan.

The school data plan details what diagnostic tools are used and when. The data is entered on OneSchool. Formative assessment tasks are identified in writing for all year levels. Summative assessment tasks are identified for all year levels in all AC learning areas and further detailed in the school curriculum unit plans and utilised to determine Levels of Achievement (LOA). The teachers refer to diagnostic data when allocating LOAs if a LOA is unclear using summative data. The leadership team members are aware that further work in this area is required and are considering using the inquiry cycle to more deeply analyse key data sets aligned to the school improvement priorities and LOA.

The school has a Local Consultative Committee (LCC) endorsed collegial engagement framework.

Scheduled observation and feedback processes to build staff capacity in the teaching of reading are undertaken with the Head of Curriculum (HOC), teacher peer observers and deputy principals. Teachers report that the observation and feedback process has enabled staff to engage collegially and build consistent practice across cohorts. Teachers are highly appreciative of the initiatives of a range of staff in supporting them to improve student learning. Staff members appreciate the range of opportunities to engage in the observation feedback process including the option of filming their teaching using iPad Swivl technology and many teachers have requested the opportunity for increased observation, feedback, mentoring and coaching.

Staff members articulate they feel valued and respected.

A collegial culture of mutual trust and support exists amongst staff members. The school has a team of enthusiastic and dedicated staff who share responsibility for student learning. Staff articulate strong collegial relationships exist between each other and value the personal and professional support willingly provided by members of the leadership team and their colleagues. Staff members display high levels of professional energy in the work they do in the school and are highly student-focused in their actions.

Interactions between staff members, students, parents and families are polite and respectful.

Relationships between members of the school community are based on empathy and positivity. Teachers appreciate the support provided by the school leadership team and feel emergent needs are responded to in a timely, respectful and appropriate manner.

2.2 Key improvement strategies

Increase the alignment of leadership roles and responsibilities to the school EIA to include clear accountabilities, monitoring and reporting on targets and timelines.

Build an increased repertoire of evidence-based pedagogical practices that support diverse learners in all classrooms including potentially high achieving students.

Increase the precision of the delivery of curriculum by continuing to build the expertise of teachers' deeper understanding of AC including cross-curriculum priorities and general capabilities.

Increase opportunities for deeper discussion and analysis of key data sets aligned to the key improvement strategies utilising the inquiry cycle.

Extend the collegial engagement framework to include opportunities for increased observation, feedback, mentoring and coaching.