

Brassall State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Brassall State School** from **20 to 24 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

John Bosward	Internal reviewer, SIU (review chair)
Mona Anau	Internal reviewer, SIU
Paul Herschell	External reviewer



1.2 School context

Location:	Pine Mountain Road, Brassall
Education region:	Metropolitan Region
Year opened:	1894
Year levels:	Prep to Year 6
Enrolment:	797
Indigenous enrolment percentage:	17 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	934
Year principal appointed:	2018 (acting)
Full-time equivalent staff:	42
Significant partner schools:	Ipswich State High School, Ipswich Cluster of Schools for moderation: Blair State School, Bundamba State School and Ipswich East State School
Significant community partnerships:	The Smith Family, Kambu Aboriginal and Torres Strait Islander Corporation for Health, Strong Start Strong Learner project (commencing Term 2, 2018)
Significant school programs:	Performing arts, Excellence in Soccer for Girls-transition program, Positive Behaviour for Learning (PBL) demonstration school



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), HOC-student services, Head of Special Education Services (HOSES), two Support Teachers Literacy and Numeracy (STLaN), pedagogy coach, 30 teachers, Business Manager (BM), 29 parents, 17 teacher aides, three administration officers, 35 students, and tuckshop convenor.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Bush Kidz Child Care and Kindergarten Director and Ipswich State High School Principal.

Government and departmental representatives:

- Councillor for Division 6 Ipswich City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2017-2020
Headline Indicators (Semester 2, 2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Brassall State School Teaching and learning Handbook



2. Executive summary

2.1 Key findings

There is a strong collegial culture of support amongst teachers and school leaders.

Staff members elaborate on how they care for students and understand their backgrounds, recognising the importance of positive and caring relationships to successful learning. Students articulate that their teachers care for them. Interactions across the school and community are polite and respectful.

The school has a comprehensive and sequenced plan for curriculum delivery.

Staff members report they have been fully engaged in the curriculum development and planning process and are developing skills in making consistent judgments using the Australian Curriculum (AC) achievement standards with the support of the Head of Curriculum (HOC). Aligning the reading program to the AC has resulted in valuable, high quality learning experiences for students.

The leadership team is highly committed to improving outcomes for all students.

The school has experienced a number of changes in key leadership roles in 2018. A clearly articulated model for instructional leadership including explicit roles and responsibilities in modelling, coaching and mentoring to drive the improvement agenda is yet to be fully understood and embedded across the campus.

The school leadership team articulates a belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda.

Student achievement data is collected, collated and analysed by class teachers. School professional development days are used to deconstruct school data sets in a whole-school setting. Curriculum leaders have created a reading data wall with a focus on PM Benchmark and PROBE. School leaders are currently reviewing strategies to enhance the use of the reading data wall and to facilitate in-depth staff discussions of achievement data and strategies for continuous improvement of student outcomes.

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

School leaders spend time working with teachers, and staff members indicate that they value the support provided by the leadership team. Some observation and feedback are provided to teachers as part of informal leadership walkthroughs. The school is yet to develop a consistent observation and feedback process aligned to a school-wide pedagogical approach and identified priority areas.



The school places priority on supporting teachers to identify and address the learning needs of all students including high achieving students.

At cohort planning meetings teachers begin with identifying and analysing student data before planning a unit of work and utilise a template that includes ideas for differentiation for students who require support and those needing extension. Teaching staff members have varying degrees of knowledge regarding how to differentiate for the wide range of student needs.

The Individual Curriculum Plan (ICP) process is implemented across the school to support student engagement in the learning process.

ICPs are developed by the Special Education Program (SEP) teacher and Head of Special Education Services (HOSES) in consultation with the classroom teacher to ensure that the needs of students are addressed. Teachers and parents work in consultation to ensure that the adjustments made meet the needs of the student. Each learning plan is individualised and includes academic and social needs. SEP staff and the HOSES articulate the importance for all staff to have consistent understanding of the ICP process and the subsequent implementation in the classroom.

Teachers speak positively about their students and the school-wide expectation is for all students to succeed.

The school is committed to providing a safe, respectful and disciplined learning environment for students and staff members. Students have the opportunity to engage in quality learning experiences acquiring values supportive of their lifelong learning and wellbeing.

All members of the school community speak with enthusiasm regarding their relationship with the school.

Parents express high levels of satisfaction with the availability of access to staff members, information regarding their child's learning and the care staff members display towards their child. Students and staff members have an obvious sense of belonging. All parents are welcome and staff members, students and parents speak positively regarding the school.



2.2 Key improvement strategies

Review, clarify and communicate the specific roles, responsibilities and accountabilities for all school leaders detailing key actions, accountabilities and implementation timelines.

Build on existing frameworks and processes to provide time for in-depth discussions with colleagues and members of the school leadership team to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Develop and implement a collegial agreement for observation and feedback to quality assure the consistency of the implementation of the pedagogical framework.

Continue to support teachers to utilise a wide range of strategies within the classroom to differentiate learning for all students including high achieving students.

Ensure all teachers have a comprehensive understanding of inclusive practices, including the ICP process and the implementation of ICPs in the classroom.