

Brassall State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Brassall State School** from **24 to 28 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Noel Baggs	Internal reviewer, EIB (review chair)
Louise Wilkinson	Internal reviewer
Tony McGruther	External reviewer



1.2 School context

Indigenous land name:	Yuggera and Ugerapul
Location:	Pine Mountain Road, Brassall
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	684
Indigenous enrolment percentage:	22 per cent
Students with disability percentage:	23.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	934
Year principal appointed:	2018



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), 22 teachers, guidance officer, two administrative officers, chaplain and tuckshop convenor.

Community and business groups:

- Griffith University placement officer and Police-Citizens Youth Club (PCYC).

Partner schools and other educational providers:

- Brassall Early Child Care Centre, Ipswich Community of Schools (ICOS) and Ipswich State High School.

Government and departmental representatives:

- Federal Member for Blair, State Member for Ipswich West and ARD.



2. Executive summary

2.1 Key findings

The school is driving a strong and considered improvement agenda.

The leadership team has identified, and is implementing, a robust and measured improvement agenda for the school that is underpinned by current research. Leaders are explicit regarding improving the learning and wellbeing outcomes of all students. Staff articulate the school's vision of *'To be the best that we can be!'*, with the school identifying as a learning place where students do their best. The supports the school's expectations for students and the commitment of all staff members to improving student learning and wellbeing outcomes.

The leadership team has implemented strategies to build effective and collective efficacy.

Staff predominantly articulate that the collective efficacy processes are valued for the opportunities they provide to focus on student achievement, and collaboration on responsive teaching strategies. Staff members view parents and caregivers as integral members of the school community. Teachers place a high priority on student and staff wellbeing. The learning engagement team implements rigorous processes to provide academic and non-academic support to address individual needs.

The school has explicit year level curriculum plans that make clear what teachers should teach and students should learn.

Curriculum into the Classroom (C2C) forms the basis of units and assessment processes. Leaders recognise the need to review school curriculum documentation to provide a more explicit, coherent and sequenced plan for curriculum delivery aligned to the requirements of P-12 curriculum, assessment and reporting framework (P-12 CARF). Year level co-ordinator teachers currently compile and review written units of work and associated assessment for their cohorts. Formal systematic Quality Assurance (QA) processes to monitor the enacted against the intended curriculum are yet to be developed.

Staff express the fundamental belief that all students are able to be successful, regardless of where they are in their learning journey.

Many teachers express appreciation for the support they are provided with by members of the inclusion team and inclusion aides that assist them in adjusting teaching and learning for students, particularly students with disability. Some teachers outline the range of reasonable adjustments they make to support identified students, and how they use the student differentiation model as a basis. Staff knowledge of models for inclusion and differentiation is variable and developing. Teachers indicate that the school is establishing a preferred model for an inclusive approach to support students with additional needs. Teachers articulate that new systems and expectations are yet to be clearly communicated. The Head of Special Education Services (HOSES) acknowledges that the roles and responsibilities of inclusion



staff require further development and review with a view for flexible and aligned support for classroom teachers and teacher aides.

A clear, strong focus on care for students is apparent, with students describing teachers as caring and understanding of their individual needs.

The school places a high priority on student and staff wellbeing. Positive Behaviour for Learning (PBL) has informed school processes since 2011. In 2018 the school was successful in gaining accreditation as a PBL demonstration school. This initiative is a whole-school strategy for the management of student behaviour. Many teachers articulate that they would appreciate ongoing support and strategies to increase instructional time in classrooms. The school is changing its behaviour management approach to incorporate a more refined supportive learning culture. It now utilises trauma-informed practice through the Berry Street Education Model¹ (BSEM). The school's PBL team articulates that BSEM provides strategies for teaching and learning that enable teachers to increase engagement of students with complex, unmet learning needs. School leaders and staff describe BSEM as an emerging approach with school-wide consistency yet to occur.

Students express the belief that the school is a 'learning' school and are able to articulate ways in which effective teaching helps them to learn.

Across the school, some teachers display strong personal pedagogies and considerable competency in their delivery. Many teachers are able to fluently describe their own practice with respect to specific elements of the curriculum. They are less clear on the way in which those elements are delivered in other areas of the school. School leaders recognise a need to share beliefs, and are committed to confirming, with all staff, alignment to the three levels of planning as influenced by the AC. Teachers and leaders display commitment to the optimal achievement of students. Leaders articulate expectations with respect to the core curriculum practices to be applied across all year levels. Teachers express that understanding of these expectations is yet to be fully developed.

The principal actively monitors and analyses a range of overall school performance data, including that of identified priority groups, to work with the leadership team in making strategic decisions.

Teaching staff have access to a broad range of student achievement and wellbeing data to analyse individual and cohort progress. Teachers express appreciation of having some data discussions during the fortnightly Collaborative Efficacy meetings. Some teachers highlight the importance they place on student diagnostic data records from previous years to assist in understanding student progress over time. Several teachers use self-developed and sophisticated record-keeping systems to monitor student growth and determine starting points for teaching. A school-wide approach for consistent monitoring, tracking and analysis

¹ Berry Street Childhood Institute. (2018). *Berry Street Educational Model*.
<https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



of data by teachers across all year levels is yet to emerge. Staff members indicate they would value clarification regarding how to use the data collected effectively.

School leaders and staff members articulate an understanding of the importance of deep knowledge of students.

Deep knowledge of students is identified by school leaders and staff as essential to successful learning, and they work to build mutually respectful relationships. A clear and strong focus on care for students is apparent. Students describe teachers as caring and understanding of their individual needs. Teachers work at establishing positive and caring relationships in classrooms and the playground. The school places a high priority on early intervention related to learning and appropriate student behaviour. Staff identify that their sense of belonging to a team provides them with a high degree of professional satisfaction.

The school is in partnership with parents, families and external agencies to enhance student learning and wellbeing.

The school's partnerships with parents, families and external agencies support high expectations for all students. Parents articulate that the school's commitment to their child is apparent through genuine accessibility and visibility of staff and leaders. Staff members and parents are able to recount anecdotes of significant student progress that has been achieved through partnership with families. These partnerships are additionally apparent within formalised and targeted academic, therapeutic and behavioural plans.



2.2 Key improvement strategies

Review and develop documentation to provide an explicit, coherent and sequenced plan for delivery of the AC and systematic processes to quality assure that the intended curriculum is enacted.

Collaboratively build a shared understanding of inclusion to inform agreed whole-school differentiation practices, including clarifying clear roles and responsibilities of the inclusion team.

Operationalise the school's behaviour management approach, aligning staff beliefs and practices for the consistent and effective support of positive student behaviour for learning.

Collaboratively clarify, document and support the school's pedagogical beliefs and practices, harnessing the existing capabilities of all staff to provide students with agreed, consistent and effective teaching practices for success in the AC.

Develop a consistent approach for the collection, recording and analysis of data by teachers, and provide capability for in-depth discussions of this data between teachers and members of the leadership team.