

Bardon State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Bardon State School** from **10 to 12 November 2020**.

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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Phillip Murtagh	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Simpsons Road, Bardon	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	330	
Indigenous enrolment percentage:	1.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	1.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1179	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Active Learning Team (ALT) teachers, Business Manager (BM), guidance officer, 14 teachers, nine teacher aides, administration officer, chaplain, 22 parents and 40 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representative, director Bardon Childcare and Kindergarten (C&K), Owner Miss Audrey Hair and Padre Coffee, and director of Outside School Hours Care (OSHC) Police-Citizens Youth Club (PCYC).

Partner schools and other educational providers:

- Head of Department (HOD) junior secondary The Gap State High School and principal Hilder Road State School.

Government and departmental representatives:

- Councillor for Paddington Ward Brisbane City Council, State Member for Maiwar and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
CPR process booklet	School Quality Standards
Teacher handbook	School Opinion Survey
School newsletters, website and Facebook page	Whole School Standardised/ Diagnostic Assessment Diary
Formative Assessment Bardon Style curriculum units	School based curriculum, assessment and reporting framework
Identifying and Provisioning for Diverse Learners at Bardon State School	Bardon Beginning Teacher Mentoring Guide
Responsible Behaviour Plan for Students	



2. Executive summary

2.1 Key findings

The school has a vision for the future that has been collaboratively developed with the community and unpacked across the four-year strategic planning cycle.

'Nurturing a community of imaginative thinkers to INSPIRE lifelong learning' underpins the school strategic plan and improvement priorities. Staff members are committed to improving the learning and wellbeing of all students and parents express confidence in the leadership team and teaching team in building a school culture that is reflective of the school's vision and values.

The school vision has been mapped across successive Annual Implementation Plans (AIP), each building on elements of three key areas.

'A culture that promotes learning', 'Excellence in curriculum knowledge and delivery' and an 'Expert teaching team' are the three key areas that organise elements for school improvement and direction, and inform the school's AIP. Staff members and parents acknowledge the journey the school has undertaken in the last four years. Many parents and staff members identify the school's transition from an Explicit Instruction (EI) approach for the delivery of the curriculum to the exploration and implementation of an inquiry approach as a major school reform. Most parents indicate that they are appreciative and supportive of the inquiry learning approach the school has adopted.

The leadership team values the school-wide analysis and discussion of data as key to improving student academic outcomes and identifying overall school performance.

The Collaborative Professional Release (CPR) process provides teachers with an hour of formative data conversations each week. Teachers are released to discuss student work samples and collaboratively develop strategies to support student improvement. A traffic light system records where students are at with their learning and enables teachers to develop a Response to Intervention (RTI) that best fits each group of learners. The CPR process is cyclic with teams reviewing student progress each week and developing the subsequent week's teaching focus. This process has been refined over the current strategic planning cycle with a previous focus on mathematics and a current focus on English.

The school is building a coherent and sequenced plan for curriculum delivery that is aligned to the Australian Curriculum (AC).

A whole-school curriculum assessment and reporting plan, year level overviews and unit plans are developed and are supporting teachers to know what they should teach and when they should teach it. Teachers plan their curriculum during staff development days and twilight Professional Development (PD) sessions and describe various levels of collaboration and referral to the AC during this time. The CPR process provides teachers with the opportunity to plan a lesson sequence in English, discuss a pedagogical approach, and develop differentiated learning sequences for students.

**The leadership team identifies literacy as a school priority.**

The school's approach to the teaching of reading and writing draws on contemporary research. There is a clear expectation that teachers use a balance between modelled, shared, guided, and independent reading and writing. The enactment of these approaches to the teaching of reading and the teaching of writing is supported by a set of Quality Standards for teacher observation and reflection. Teachers report varying levels of understanding and application across the school regarding the use of the standards. Some teachers articulate a range of approaches within the teaching of literacy capabilities.

School leaders express a clear expectation that teachers ensure they 'know their learners' and address the needs of each student in their daily classroom teaching.

Teachers articulate differentiated teaching and learning in English first originates through the weekly CPR meeting with the Active Learning Team (ALT) member. During CPR time, there are opportunities for discussion and analysis of formative data in key aspects of literacy. During these sessions, teachers analyse formative data to identify the differing learning intentions for specific students according to the data. School leaders acknowledge that further ongoing development work in relation to teacher questioning has the potential to strengthen the way the school differentiates classroom teaching and learning for the full range of learners including high achieving students.

The leadership team is facilitating the development of a culture of collegiality and collaboration amongst staff members.

Staff describe a range of observation and feedback models they have participated in over time. This has included formal observations and feedback in guided reading using a quality standards framework. The leadership team identifies the need to reinvigorate the school's coaching, observation and mentoring model with a focus on peer observation aligned to the Explicit Improvement Agenda (EIA). The principal expresses a desire for a suite of coaching and observation protocols that are matched to individual teacher needs and the school context.

The school has developed a range of teams to support the school's change management process.

The school team structure fosters a distributive leadership model. The principal articulates the need to further develop the instructional leadership of key staff members to ensure sustainability of these teams. There is an identified need to build the density of leadership across the school and distributive leadership opportunities through a systematic approach to identifying key roles and responsibilities and building instructional leadership capabilities.

Parents speak widely of the culture of high expectations for students that exists at the school.

They indicate valuing the holistic approach the school adopts when catering for the needs of students, including a strong academic focus that is complemented with a focus on student wellbeing. Parents comment positively of the sense of community and belonging that is apparent across the school. The school benefits from a positive image across the wider



community and is perceived as a school of academic excellence. The school is recognised as a focal point for engaging parents and members of the wider community. Parent volunteers actively contribute to teaching and learning across the school.

Students have a highly positive outlook and opinion of the school and the community.

Students express a shared belief that children at the school are kind and caring, ‘everyone gets along and works well with each other’, and that teachers are friendly and supportive. They are appreciative of rewards and opportunities, such as INSPIRE tickets, multiple play spaces, support for students’ needs, the sense of a family feel within the school, in addition to the numerous clubs on offer. Students speak enthusiastically regarding the school’s skipping demonstration team, the Bardon Bouncers. The Student Representative Council (SRC) is developed through an application and interview process. Some students express a strong sense of ownership and belonging to the school community.



2.2 Key improvement strategies

Review the school curriculum planning process to enable teachers to work collaboratively and build a deeper understanding of all elements of the AC.

Review current classroom literacy and numeracy teaching practices to achieve alignment to current school Quality Standards and consistency in delivery across the school.

Consolidate the school's approach to differentiation enabling classroom pedagogy to cater for the full range of learners, including high achieving students.

Collaboratively review and refine the school's existing coaching model to include a suite of protocols for observation and peer coaching opportunities that are matched to individual teacher needs and the school context.

Further develop the instructional leadership capabilities of key staff to distribute school leadership and ensure sustainability of school teams and intentional collaboration opportunities.