



# School Improvement Unit Report

## Bardon State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Bardon State School from 14 to 18 April 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	330 Simpsons Road, Bardon
<b>Education region:</b>	Metropolitan Region
<b>The school opened in:</b>	1948
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	319
<b>Indigenous enrolments:</b>	1.2 per cent
<b>Students with disability enrolments:</b>	2.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1172
<b>Year principal appointed:</b>	2016
<b>Number of teachers:</b>	12.5 (full-time equivalent)
<b>Nearby schools:</b>	Rainworth SS, Ithaca Creek SS, Ashgrove SS, The Gap SHS, The Gap SS. Marist College Ashgrove, Mt St Michael's College, Stuartholme School
<b>Significant community partnerships:</b>	Police-Citizens Youth Club (PCYC-Bardon), Returned and Services League of Australia (RSL - Bardon Branch), Grill'd Restaurant (Rosalie), Belle Property (Paddington), Bardon Community Kindy
<b>Unique school programs:</b>	Digital Technology program, Science Technology Engineering Mathematics (STEM), Outside School hours program, Art Program



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - principal and acting deputy principal
  - Pedagogy coach, Active Learning Team (ALT) leader
  - Guidance officer
  - School chaplain
  - 14 teaching staff (including specialist teachers)
  - 22 students
  - 20 parents and community members
  - Parent and Citizens' Association members
  - Business Services Manager (BSM) and an administration officer
  - Deputy principal - The Gap State High School
  - Bardon Community Kindergarten staff
  - Bardon RSL Branch member
  - PCYC Outside School Hours Care coordinator

### 1.4 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer, SIU
Gina Blackberry	External reviewer



## 2. Executive summary

### 2.1 Key findings

- School leaders are committed to finding ways to improve current student outcomes.

The school has high expectations for student achievement, behaviour and attendance. The use of strategies grounded in evidence from research is seen as an effective way to inform the improvement journey.

- The leadership team has a clear path for the school's improvement journey, founded in a belief of moving all students' academic achievement from good to great.

The leadership team has expressed urgency in the implementation of the improvement priorities. The pace of the implementation of the priorities is a concern for some staff members.

- School improvement priorities have been developed and communicated by school leaders.

Some staff members identify that communication within the school is an area for development to improve consistency and transparency of decisions.

- The school has an active Parents and Citizens' Association (P&C) who are committed to working in partnership with the school.

The P&C is actively involved in raising funds for the benefit of the school community. Communication and relationships between the school leadership team and the P&C has led to the successful funding of several large scale projects including a new playground and oval refurbishment.

- A strong culture of collegiality and collaboration between teachers and teacher aides exists in the school.

Several teams have been developed to support staff members in their teaching practice aligned to the school's improvement agenda.

- Teachers and school leaders express a view that collection, review and reflection on reliable and timely student data is a valuable part of their work.

There is a documented assessment schedule for the collection and analysis of data regarding student achievement. The plan includes assessment tools for literacy and numeracy. This plan outlines targets and timelines for students in each year level from Prep to Year 6. Benchmarks within the plan reflect local school expectations.

- The tone of the school reflects a school-wide commitment to successful learning for all students.



Respectful, caring, polite and positive relationships are evident between staff members, parents and students. Students are actively engaged in learning and classrooms are focused and productive.

- The depth of knowledge of the Australian Curriculum (AC) varies across the teaching staff.

Curriculum into the Classroom (C2C) units and associated assessment tools and Guides to Making Judgements have been utilised as the curriculum for all year levels from Prep to Year 6.

- The school leadership team place high priority on understanding and addressing the learning needs of all students.

Teachers and school leaders acknowledge the provisioning of students requiring extension requires further development.



## 2.2 Key improvement strategies

- Collaboratively develop and implement a whole school curriculum plan based on the Australian Curriculum (AC).
- Ensure vertical alignment and continuity of learning by building on shared planning processes and monitoring of the enacted curriculum in classrooms.
- Ensure all staff members are provided with the opportunity to collaborate, consult and provide feedback regarding the implementation of the improvement agenda.
- Create opportunities for professional learning in the development of a school-wide higher order thinking framework for engaging and planning for high performing students.