

Baringa State Primary School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Baringa State Primary School** from **31 October** to **4 November 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Phillip Savill	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Baringa Drive, Bells Creek
Education region:	North Coast Region
Year opened:	2018
Year levels:	Prep to Year 6
Enrolment:	651
Indigenous enrolment percentage:	4.7 per cent
Students with disability enrolment percentage:	4.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1028
Year principal appointed:	2018
Day 8 staffing teacher full-time equivalent (FTE):	37.61
Significant partner schools:	Caloundra Coalition – Caloundra State School, Caloundra State High School, Meridan State College, Talara Primary College, Currimundi State School, Golden Beach State School, Kawana Waters State College
Significant community partnerships:	Stockland, Goodstart Early Learning Centre, Bambini Early Childhood Development, Sunshine Coast Council, Baringa IGA (Independent Grocers of Australia), Positive Property People Caloundra
Significant school programs:	iPad Program Years 1 to 6, Our School eLearning/STEM (Science, Technology, Engineering and Mathematics) Teaching and Learning Program, Care Class Program Prep to Year 6 Co-curricular activities/other programs: Years 4 to 6 Japanese, recreational sports including surf and beach skills, Surfing Excellence Program, Developmental Surfing Group, interschool sport, student council, camping programs, Book Week, Arts Week, Deadly Homework Club, Music Bus program, Lunch Time Clubs, Prep to Year 4 swimming lessons, instrumental music programs, choirs, rock band, Positive Behaviour 4C's Learning, after school hours care, vacation care



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 28 teachers, eight teacher aides, Business Manager (BM), administration officer, 30 students, Parents and Citizens' Association (P&C) secretary and 41 parents.

Community and business groups:

- Bambini Early Childhood Development centre and Goodstart directors, Senior Environment and Community Development manager at Stockland and Positive Property People Caloundra manager.

Partner schools and other educational providers:

- Executive principal of Meridan State College.

Government and departmental representatives:

- Councillor for Division 1 Sunshine Coast Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	OneNote
Headline Indicators (April 2019 release)	School Data Profile Semester 1 2019
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019



2. Executive summary

2.1 Key findings

The school's positive tone is supported by the vision of 'a caring, inclusive and innovative learning community, which empowers students to reach their full potential as global learners'.

The school's moral purpose of 'each and every member of our school community believes that each and every student can and will achieve' is regularly communicated. The key value of the school is '*Commitment – Nothing without Effort*'.

Staff members value positive and caring relationships that promote successful learning.

School staff take pride in accepting, supporting and encouraging the learning and social emotional development of students. School staff members are committed to the wellbeing and learning of each student. Students communicate they feel supported and cared for by staff members and that positive relationships exist between students and staff.

School leaders view reliable school data as essential to the effective leadership of the school.

The importance of using reliable data regarding student outcomes as crucial to improved student learning is modelled by members of the leadership team. Teachers are provided with an opportunity for teams to meet with middle and senior leaders to track student progress. Key to this process is the class data discussion template that has been developed by the school to track student progress and identify students requiring further support.

The school has established a consistent approach to the teaching of writing.

Teachers and students are able to clearly articulate success criteria that are directly aligned to the Australian Curriculum (AC). Processes established through the pre-test, check-in and post-test unit sequences are developing practices that can effectively track and monitor students' learning as they progress through each unit.

The school's Explicit Improvement Agenda (EIA) outlines four priority areas of reading, writing/spelling, numeracy and integrating Science, Technology, Engineering and Mathematics (STEM) in relevant contexts.

The principal identifies the need to sharpen the EIA and implement processes to keep the establishment of foundation practices progressing in conjunction with priority areas. As a newly established, quickly expanding school, the leadership team and staff articulate that priority agendas are broad, and required to be such so as to establish a base for whole-school understanding and consistent approaches across the nine areas of the School Improvement Hierarchy (SIH). Long and short-term timelines to support the implementation of priority agendas and specific roles, responsibilities and accountabilities for members of the leadership team and key staff are continually developing.



School leaders have been systematic in ensuring that all pedagogical approaches supported by the school have a solid and well-established research basis.

Each pedagogical approach is explicitly aligned to a particular aspect of the school's EIA or curriculum priorities. Direct Instruction (DI) is utilised exclusively with the Spelling Mastery and InitialLit programs; Explicit Instruction (EI) is used with the Computational Fluency program; and Inquiry-Based Learning is implemented in STEM lessons. Some teachers indicate they would appreciate further clarity regarding establishing a consistent approach to teaching and learning in the classroom.

School leaders recognise the importance of instructional leadership and are in the process of planning for instructional rounds to be implemented in 2020.

The leadership team expresses the belief that an expert teaching team is central to improving student learning and wellbeing outcomes. Teaching staff are committed to supporting their students' learning and possess a range of experience, confidence and expertise. The school is yet to implement a comprehensive program of observation and feedback to provide teaching staff with detailed feedback regarding their teaching and learning, and the extent to which they are effectively engaging in the school's EIA. Teachers articulate that they would value feedback in order to enhance their professional capabilities and further strengthen their ability to implement the school's priorities.

The school describes the teaching of STEM as based on trust, openness and a commitment to a futuristic approach to learning.

The position is based on the principle that *'learning gains are greatest when technology is fully integrated with content, sound principles of learning and high-quality teaching'*. To achieve this, the school is in the process of implementing an inquiry-based approach to the teaching of STEM. At the time of the review, many teachers are yet to be clear regarding what this specifically looks like in terms of day-to-day classroom practice and would value support to develop a repertoire of inquiry-based pedagogies.

The school places a high priority on connecting with students and building caring and supportive relationships that will positively impact on student engagement in their learning.

All staff members express the firm belief that with the right support and appropriate learning opportunities all students are capable of learning. Teachers' ability to differentiate and set goals for the full range of students within their classrooms with particular emphasis on high performing students is developing.

The school actively seeks ways to enhance student learning and wellbeing through partnering with parents, community organisations, local businesses and other learning institutions.

The leadership team is aware of the unique circumstances of the school as a central component of a new suburb that is rapidly expanding and building its sense of community. Members of the leadership team and staff encourage parents into the school through the establishment of key events that are planned to be included into the annual calendar of



celebrations. The school Under 8's Day, Grandparents Day and Book Week parades are well attended and appreciated by parents and grandparents.

The principal is investing resources to enhance student learning in a wide range of programs and in building an alignment of strategies throughout the school.

The physical resources, including the buildings and grounds are less than two years old. The school has purpose-built facilities to maximise student engagement with technology, and is implementing the digital technologies curriculum. A range of digital devices is available throughout the school including iPads, computers, robotics, drones and digital panels. There is a strong and positive climate of pride in the way in which the school is presented.



2.2 Key improvement strategies

Review the roles, responsibilities and accountabilities of key staff in progressing the school's strategic plan and EIA.

Refine the school pedagogical framework to ensure that each element of the framework is informing day-to-day teaching and providing direction for consistent teaching and learning across the school.

Develop and implement a process for classroom observation and feedback, aligned to the school's pedagogical framework that provides ongoing support for classroom teachers to build their repertoire of pedagogical practices.

Provide professional learning opportunities to support staff to further develop their repertoire of Inquiry-Based Learning pedagogies to support the school's EIA of STEM.

Build teacher capacity to differentiate and set goals for the full range of students within their classrooms with particular emphasis on high-performing students.