Baringa State Primary School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Baringa State Primary School** from **22** to **25 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
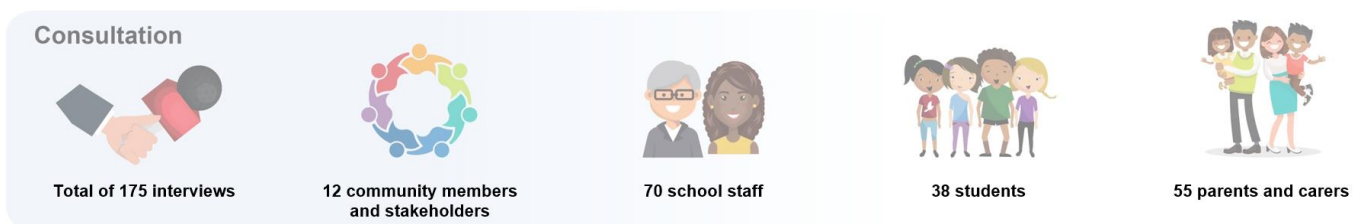
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Trevor Buchanan	Internal Reviewer, SRR (review chair)
Marni Morrison	Peer Reviewer
Mary Ann Wallis	External Reviewer
Ken Rogers	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 175 interviews

12 community members and stakeholders

70 school staff

38 students

55 parents and carers

1.4 School context

Indigenous land name:	Gubbi Gubbi
	We acknowledge the shared lands of the Gubbi Gubbi nation and the people of the Kabi Kabi language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	1005
Indigenous enrolment percentage:	5.5%
Students with disability percentage:	11.2%
Index of Community Socio-Educational Advantage (ICSEA) value:	1021

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **31 October** to **4 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1028 and the school enrolment was 651 with an Indigenous enrolment of 4.7% and a student with disability enrolment of 4.5%.

The key improvement strategies recommended in the review are listed below.

- Review the roles, responsibilities and accountabilities of key staff in progressing the school's strategic plan and Explicit Improvement Agenda (EIA). (Domain 1)

- 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. (Domain 8)

- 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. (Domain 5)

- Provide professional learning opportunities to support staff to further develop their repertoire of Inquiry-Based Learning pedagogies to support the school's EIA of Science, Technology, Engineering and Mathematics (STEM). (Domain 8)

- Build teacher capacity to differentiate and set goals for the full range of students within their classrooms with particular emphasis on high-performing students. (Domain 7)

2. Executive summary

2.1 Key affirmations

Students articulate with clarity their learning progress and how they can improve.

Many students across year levels discuss with clarity what they are learning and why they are learning it, using appropriate meta-language to describe success criteria. A school-wide expectation to use visible learning strategies, including learning walls and 'Bump it up' walls, is apparent. Students and staff refer to these spaces as the 'third teacher'. Teachers express pride in their learning walls, and speak of the importance of this tool for student learning. Students describe the learning walls as a great resource to help with their learning and support their academic improvement. Students describe in detail how they use this resource to improve their learning.

Staff use data to inform instruction.

The leadership team is committed to the mantra '*data informs instruction*'. A high priority is placed on data collection and its use to inform practice and improve student learning and wellbeing. Teachers are able to discuss the data they collect and how they use it to improve student outcomes. Data sets are analysed at a leadership level and are the starting point for Teacher Opportunities and Priorities Sessions (TOPS) held each term. Teachers and leaders discuss importance of using data beyond academic achievement data to inform instruction. A school-based wellbeing survey is conducted each term with all students in Years 1 to 6. Data from this survey influences planning, Care Class lessons, teaching practices and whole-school wellbeing initiatives.

Partnerships play an important role in enhancing student outcomes.

Leaders and staff discuss the important role partnerships play in education. They describe actively seeking to connect with parents, families and caregivers, recognising them as integral members of the school community and partners in student learning. Leaders establish strong partnerships with Early Childhood Education and Care (ECEC) providers and secondary schools to facilitate seamless transitions for students. Established partnerships support both the school and the community. The student council actively supports many charitable community organisations, including a partnership with the Nambour Shack in which students give back to the community through cooking meals.

A culture of care, collaboration, collegiality and teamwork improves student outcomes.

Teachers and leaders describe the school's culture of collaboration, collegiality and teamwork. Leaders speak of their commitment to supporting teachers to implement strategies that encourage students to aspire to improved outcomes. The principal and staff members express a commitment to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and that will support their lifelong wellbeing. The tone of the school is warm and inviting. Teachers indicate that leaders' visibility in classrooms and the playground has a positive impact on student behaviour and school tone. Students articulate appreciation for the strong support they receive from teachers, and teachers' willingness to voluntarily give time to facilitate a range of co-curricular and extracurricular opportunities.

2.2 Key improvement strategies

Domain 8: Effective pedagogical practices

Develop a shared understanding of agreed pedagogical approaches and build capability of teachers to implement these to support consistency of practice.

Domain 5: An expert teaching team

Collaboratively develop and enact an observation, coaching and feedback model to build staff confidence and teaching capability of agreed practices.

Domain 1: An explicit improvement agenda

Establish explicit improvement targets for behaviour and achievement to enable the ongoing monitoring of the effectiveness of strategies and actions that support high levels of student achievement.

Domain 4: Targeted use of school resources

Review current investments for learning support to ensure resources target the needs of the full range of students, including students with disability and high-achieving students.

Domain 3: A culture that promotes learning

Systematically and consistently enact behaviour support systems and processes highlighted in the Student Code of Conduct to ensure fair and equitable support of student behaviour.