School Improvement Unit Report

Broowena State School

Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Brooweena State School from 28 to 29 May, 2015. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Lahey Street, Brooweena</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1904</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>12</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>16.6 per cent</td>
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<td>Students with disability enrolments:</td>
<td>0 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>968</td>
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<tr>
<td>Year principal appointed:</td>
<td>2015</td>
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<tr>
<td>Number of teachers:</td>
<td>1.41 Full-Time Equivalent</td>
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<tr>
<td>Nearby schools:</td>
<td>Mungar State School; Biggenden State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Brooweena Historical Society; Fraser Coast Regional Council</td>
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<td>Unique school programs:</td>
<td>Gardening Club</td>
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1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Regular relief teacher
  - Two teacher aides and the school facilities officer
  - 12 students
  - Five parents and community members including the president of the Brooweena State School Parents and Citizens’ (P&C) association
  - Principal of a local cluster school

1.4 Review team

Gary Austen Internal Reviewer, SIU (review chair)
Peter Lund Peer Reviewer
2. Executive summary

2.1 Key findings

- The school is effective in ensuring high levels of student achievement and improvement in academic performance over time.

  The school’s NAPLAN performance over 2008-2014 shows strong rates of improvement across most domains. Student performance relative to Nation for Mean Scale Score achievement indicates that students are achieving well against state and national benchmarks.

- The school has a sharp and narrow focus on improvement, particularly in the area of reading.

  All members of the school community are united in a drive to improve teaching and learning in the area of reading. Specific strategies and resources are directed towards this agenda. Additional clarity with specific targets and how these relate to individual students is required.

- The school has a particularly strong culture that is very supportive of student learning and wellbeing.

  Students, parents, staff and community speak highly of the school. There is a strong commitment to the school and its students. The school is seen as a central part of the community and enjoys widespread practical and financial support.

- The school has a documented pedagogical framework, however the extent to which this is fully embedded in the school is limited.

  The school has a published pedagogical framework linked to the Art and Science of Teaching. Elements of the gradual release model are also used intermittently.

- The school uses a range of data sources to assess and track student progress.

  The school has a published assessment and data plan that makes use of summative and diagnostic assessment. The use of formative assessment to guide short term cycles of review are less apparent. Opportunities exist for students and parents to be more engaged in the use of individualised targets for learning progress.

- The school's location impacts upon the range of transition programs available to support students moving into prep and junior secondary.

  Limited pre-prep programs are available for students. Whilst transition programs are offered by secondary schools, some parents indicate additional support for students would be helpful.
2.2 Key improvement strategies

- Continue to implement the school improvement agenda including milestones and targets that are clearly communicated and understood by all.

- Establish the school process for individual student goals and targets to align with the school improvement agenda.

- Review and update the schools pedagogical framework to ensure it is evidence-based, embedded in practice of all staff and well understood by students.

- Undertake a review of the schools data and assessment plan to refine targets and benchmarks in response to analysis of the performance and progress of students in the school.

- Increase the use of formative assessment to provide short term measures of student learning progress to inform teaching.

- Investigate opportunities to strengthen transition to junior secondary through partnerships with destination secondary schools to ensure students are individually supported when moving from the environment of a one teacher school to the larger secondary setting.