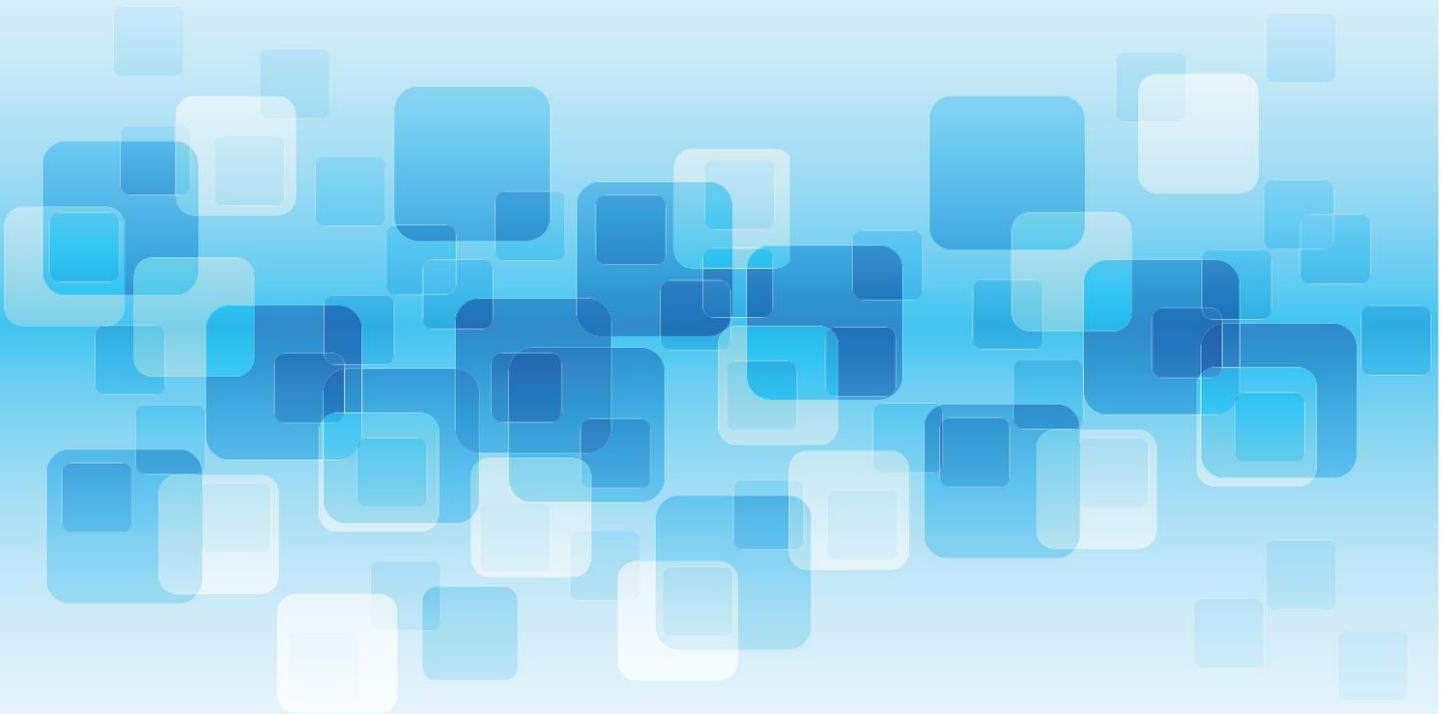# School Improvement Unit
Report

Burnside State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Burnside State School from 9–12 February 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

Location:	51 Blaxland Road, Burnside
Education region:	North Coast
The school opened in:	1978
Year levels:	Prep – Year 6
Current school enrolment:	518
Indigenous enrolments:	3.6 per cent
Students with disability enrolments:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	956
Year principal appointed:	2015
Number of teachers:	24 classroom teachers and 4 specialist teachers
Nearby schools:	Nambour State School, Nambour State High School, Woombye State School, Burnside State High School, Nambour Christian College.
Significant community partnerships:	Burnside State High School extension programs for year 6 students in Science; PCYC provides after school programs; Sunny Kids provides family support.
Unique school programs:	Indigenous playgroup.

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 four days

- interviews with staff, students, parents and community representatives, including:

    o Principal and five members of the leadership team

    o 28 classroom teachers and specialist teachers

    o Ten non-teaching staff

    o 21 parents

    o Principal of local high school

    o P & C President

    o Local member

    o Eight student leaders

    o Students in their classrooms and playground

1.4 Review team

Glenn McGowan	Internal Reviewer (review chair)
Ian Hall	External Reviewer
Esta Thiris	Internal Reviewer

1.5 Reading the Report

The executive summary outlines key findings of the review of this school. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

2. Executive summary

2.1 Key findings

- The school has experienced a period of significant change in leadership and teaching staff in the past 4 years – five principals, three deputy principals and 33 teacher changes.

  Many staff members indicate that this has impacted on the continuity of curriculum planning and delivery and the consistency of implementation of key programs and strategies. Parents have also commented on a loss of belonging and school identity during this period. Overarching curriculum frameworks, a school pedagogical framework and whole-school curriculum programs and planning processes have been set aside through changes in leadership, despite the best efforts by principals and curriculum leaders to maintain a clear focus on building continuity of teaching and learning practices.

- A clear narrow focus for school improvement is unclear for staff and parents.

  There has been some improvement in student learning outcomes over the last 6 years in the areas of Literacy and Numeracy, however while the data is in line with *Like Schools* there is very inconsistent progress against national benchmarks.

- The school promotes high behavioural and learning expectations through the implementation of the School Wide Positive Behaviour Support (SWPBS).

  Elements of SWPBS have been maintained despite the significant staff turnover. Attendance, disruptive behaviour and learning engagement is an issue for a significant number of students.

- Consistency of teaching practices is unresolved.

  While some individual teachers have worked hard to meet the specific needs of their students in the delivery of Curriculum into the Classroom (C2C) units, the level of consistency of curriculum planning and delivery varies greatly between year levels.

  A large number of programs have been introduced over the years but inconsistently implemented across the school. Due to changes in staff, only pockets of teaching staff have a deep understanding of each program. The lack of curriculum documentation has meant that the full induction of staff is very difficult.

- The school staff are optimistic about the future.

  Despite the differing levels of teaching knowledge and practice and the range of learning demands related to a cluttered improvement agenda, there is a sense of optimism and commitment to the school moving forward as a result of the commitment of the newly appointed principal to provide stable leadership and build on the pockets of great teaching that already exists. The principal sees the

importance of re -establishing a strong sense of school community and whole school approaches to teaching and learning improvement.

2.2 Key improvement strategies

- Narrow and sharpen the school improvement agenda in order to embed programs and practices before moving on to the next agenda. Clearly articulate a precise and explicit action plan relating to the improvement agenda including timelines, milestones and targets.

- Develop a communication strategy to engage support and develop an understanding of the delivery of each aspect of the school improvement agenda. Harness the groundswell of staff and parent optimism for the future now that they see a turnaround in the continuity of school leadership. This will help restore pride in the school and high expectations for the future.

- Re-establish whole school curriculum programs and review school processes for curriculum planning and delivery, including the use of data to inform intervention support at all levels. Seek regional assistance to provide priority level support for the curriculum leadership team.

- With the support of regional staff, discuss and implement a leadership structure which will enhance curriculum development specifically in the areas of reading, writing and numeracy. Provide greater opportunities for students with a disability.

- Develop cohesion between the various school programs through the development of an explicit pedagogical framework and a whole school curriculum framework.

- Model, coach, supervise and give feedback on the consistent delivery of key improvement priorities to support teaching and learning.

- Ensure that all staff have depth of knowledge and understanding to plan and implement a differentiated curriculum with particular focus on potentially high achieving students.