

Branyan Road State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Branyan Road State School** from **2 to 4 April 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

Sandra Perrett	Internal reviewer, SIU (review chair)
Taylor Haley	Peer reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Branyan Drive, Branyan
Education region:	North Coast Region
Year opened:	1905
Year levels:	Prep to Year 6
Enrolment:	438
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	965
Year principal appointed:	2013
Day 8 Staffing teacher full-time equivalent (FTE):	28
Significant partner schools:	Bundaberg State High School
Significant community partnerships:	Bundaberg Baptist Church, Vietnam Veterans Association of Australia
Significant school programs:	Coding club



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, literacy coach, Special Education Program (SEP) teacher, two Support Teachers Literacy and Numeracy (STLaN), guidance officer, teacher librarian, Business Manager (BM), administration officer, 21 teachers, 10 teacher aides, schools officer, Parents and Citizens' Association (P&C) executive, 51 parents and 22 students.

Community and business groups:

- Manager of Queensland Computers – Bundaberg.

Partner schools and other educational providers:

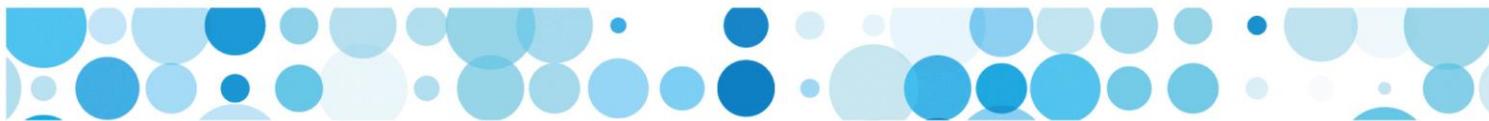
- Educator – Frogstastic Educational Kindergarten and Childcare.

Government and departmental representatives:

- Councillor for Division 8, Bundaberg Regional Councillor and ARD.

1.4 Supporting documentary evidence

Investing for Success 2019	Annual Implementation Plan – Spelling 2019
Headline Indicators (October 2018)	Strategic Plan 2016-2019
OneSchool	Pedagogical framework – The Branyan Way
Student Support Policy	School Data Profile (26/10/2018)
School data plan	School budget overview
School Opinion Survey	English Program
School newsletters and website	Maths Program
Curriculum Framework P-6	Numeracy Diagnostics
Spelling Program	Reading & Viewing Program
Digital Skillsets for using the iPad	Responsible Behaviour Plan for Students
Assessments – Tools and Standards Years P-6	Branyan Road Assessment, Marking & Reporting Timetable
Annual Implementation Plan - Numeracy 2019	Professional development plan 2019 (by terms)
Branyan Road State School Curriculum Plan	



2. Executive summary

2.1 Key findings

The school is held in high regard by students, parents and the school community.

Parents are confident that their child is receiving a good education and that the staff and principal are competent, capable, professional and approachable. Staff and community members speak highly of the feel of the school. Parents speak highly of the support provided to themselves and their child by staff members.

School leaders articulate the importance of working with early childhood providers and families to provide a quality start to schooling.

Teachers identify the value of receiving transition statements before or during transition to Prep activities to assist in building an understanding of Prep students entering school. Teachers report perusing the transition statements and combining this information with teacher observations and parent questionnaire responses to create class groups. Information in transition statements informs and supports teacher interactions with Prep students at the beginning of the year.

Staff members are familiar with the Explicit Improvement Agenda (EIA) and are able to articulate their role in the enactment of the main focus areas.

Data analysis provides guidance when identifying the EIA for the following year. Clarity regarding high quality, embedded practices in relation to key priority areas by school leaders is yet to be developed. Some teachers identify they would like a clear understanding of the future direction of the school.

Whole-school and cohort data is analysed by the leadership team.

School leaders identify that they use information gathered from whole-school data analysis processes to identify EIA areas for the following year. They recently participated in an inquiry cycle process with regional office staff. This process was identified as informative, with some leaders identifying its potential for future use when analysing and responding to data. Teachers are yet to be included in this process.

There is a whole-school curriculum plan aligned to the Australian Curriculum (AC).

Teachers adapt English unit plans and assessment tasks from Curriculum into the Classroom (C2C) resources. Teachers value the opportunity to have dedicated time to facilitate their professional conversations and planning of the English curriculum. Attention to the general capabilities and cross-curriculum priorities as outlined in the AC is yet to be consistently embedded.



The leadership team places a strong emphasis on building staff knowledge and expertise in aspects of the school's EIA.

Teachers indicate that the positive collegial culture within the school is a good starting point for enhancement of their personal learning and development. School leaders are active in classroom observation and feedback processes in spelling and numeracy. A systematic approach to classroom-based learning opportunities, including peer mentoring, coaching and feedback is yet to be fully developed and embedded within the school.

School leaders recognise the importance of effective teaching occurring throughout the school.

Teachers implement a range of highly effective teaching practices, consistently across the school. Staff members articulate consistent whole-school approaches to the teaching of reading and spelling. School leaders acknowledge the need to revisit the school's pedagogical framework to document the current pedagogical approaches for teaching and learning that are visible across the school.

The leadership team has placed strong emphasis on working to build mutually respectful relationships.

Staff members reinforce the fact that the school views parents and families as integral members of the school community and essential partners in student learning. Parents acknowledge the principal as a caring leader who knows all students and engages with them positively. Two-way communication between school staff and parents is identified as a consistent feature of good practice across the school and is a demonstrated aspect of the school's open-door policy.

Behaviour management standards and practice are well embedded and are highly regarded by staff, parents and students.

These standards are built around the three major supportive school environment dimensions of '*Safety, Responsibility and Respect*'. Students can identify what these standards mean and are highly motivated to participate in a classroom-based school-wide reward program. Students articulate a high level of regard for the supportive behaviour environment in the school.



2.2 Key improvement strategies

Collaboratively develop a strategic futures plan that clearly articulates long-term goals, related school-wide embedded practices and student achievement targets.

Collaboratively engage in whole-school analysis of data to further strengthen data literacy and build staff engagement in inquiry cycle processes.

Facilitate planning sessions and professional learning opportunities for staff members to ensure they have detailed knowledge of and confidence in implementing all learning areas of the AC including the general capabilities and cross-curriculum priorities.

Develop and implement a strategic plan for professional learning and development that aligns with key improvement priorities, Annual Performance Development Plan (APDP) processes and articulates classroom-based collegial engagement processes.

Redevelop and consistently implement the school's pedagogical framework to ensure it reflects agreed pedagogical strategies, referencing curriculum planning, teaching and assessment.