

Browns Plains State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Browns Plains State School** from **13 to 15 November, 2017**.

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 consider 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Gregory Brand	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer, SIU
Trevor Gordan	External reviewer



1.2 School context

Location:	Mayfair Drive, Browns Plains
Education region:	South East Region
Year opened:	1983
Year levels:	Prep to Year 6
Enrolment:	587.1
Indigenous enrolment percentage:	5.36 per cent
Students with disability enrolment percentage:	12.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	936
Year principal appointed:	Semester 2, 2014
Full-time equivalent staff:	59.2
Significant partner schools:	Regents Park State School, Browns Plains State High School, Park Ridge State High School
Significant community partnerships:	Bendigo Bank, One World, Mercy Community Services, YFS, Griffith University, Police-Citizens Youth Club (PCYC), Starfish
Significant school programs:	Fly-in squad, Positive Behaviour for Learning (PBL), Choir, Booster Program, Robotics club, Breakfast Club, Instrumental Music - band, PIP (Positive intervention programs – Shine, SELF)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, master teacher, Head of Special Education Services (HOSSES), differentiation mentor, beginning and preservice mentor, engagement and wellbeing mentor, early years transition teacher, guidance officer, 25 teachers, nine teacher aides, Business Manager (BM), two administration officers, chaplain, teacher librarian, former Parents and Citizens' Association (P&C) president, 57 students and 37 parents.

Community and business groups:

- Councillor Logan City Council and local kindergarten representative.

Partner schools and other educational providers:

- Principal Browns Plains State High School.

Government and departmental representatives:

- ARD – School Performance.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Improvement Plan 2017
Investing for Success 2017	The Browns Plains Way document
Headline Indicators (Semester 2, 2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
Positive Behaviour for Learning plan	Guide to Differentiation
Teaching and Learning framework	Professional learning framework
School data plan	School newsletters and website
Responsible Behaviour Plan	2017 School Opinion Survey
School based curriculum, assessment and reporting frameworks	Leadership responsibilities – Operational Quick Guide



2. Executive summary

2.1 Key findings

The school's vision, '*A Better Place to Be*', acknowledges the importance of meaningful relationships between students, parents and teachers to maximise student wellbeing and success.

All staff members are committed to ensuring improved learning outcomes and opportunities for all students and express a strong desire for the long-term success of the school. The tone of the school reflects a commitment to successful learning and the value of every student. It is apparent that all staff members demonstrate an understanding of the importance of consistent teaching practices across the school.

The school student population is represented by students with varied backgrounds and a wide range of learning needs.

School leaders apply resources to support the learning and wellbeing needs of all students. The school's *Guide to Differentiation* provides a comprehensive guide for teachers regarding how they can implement differentiated teaching strategies. A differentiation checklist to assist teachers with their preparation is developed.

School leaders have a commitment to whole-school improvement.

The school's Explicit Improvement Agenda (EIA) is reflected in the 2017 School Improvement Plan (SIP) that defines three core improvement priorities with a broad range of school improvement indicators, teacher performance indicators and whole-school practices aligned to each aspect of the EIA. Staff members' ability to articulate the school's EIA varies across the school, with a number of staff identifying consistency in assessing the Australian Curriculum (AC) units of work and Positive Behaviour for Learning (PBL) as key features of the school's EIA.

There is a documented leadership responsibilities statement referred to as an operational – quick guide for school leaders and members of the broader leadership team.

The Head of Curriculum (HOC), master teacher and beginning and preservice teacher mentor are identified by all staff as highly credible and heavily involved in supporting staff members and leading significant programs across the school. Accountabilities for school leaders linked to who is driving and monitoring the achievement of targets and outcomes of the EIA are not yet clearly identified.



The leadership team articulates a commitment to collaboratively exploring strategies to improve staff morale and maintain high levels of wellbeing.

All staff members are committed to ensuring improved learning outcomes and opportunities for students and express a strong desire for the long-term success of the school. A number of staff members express they would like further consistency in decision making and to work in an environment where time and resources are allocated to promote a culture of sharing and collaboration, and that values their contribution and focuses on their overall wellbeing.

The school utilises PBL as a framework for achieving its aspiration of high levels of student behaviour.

Students are expected to conduct themselves in a manner that reflects the three school rules of '*Always Respectful, Always Safe and Always Learning*'. There is a predominant sense of optimism within staff members that the expected outcomes of the PBL implementation will lead to more respectful relationships across the school community. Some staff members and parents speak of the inconsistency of responses to inappropriate behaviour.

The school is developing a consistent process for curriculum and assessment planning.

A coherent and sequenced plan for the delivery of curriculum across Prep to Year 6 classes aligned to the AC is in the beginning stages. The school curriculum and assessment framework includes three levels of documentation: a whole-school overview of all learning areas that includes the AC learning area achievement standards and content descriptions; term overviews that include descriptions and assessment tasks to cover; and, individual class planning documentation that provides information on differentiation for individual students and groups of students.

The leadership team members recognise that highly effective teaching is the key to improving student learning outcomes and are establishing expectations for quality teaching throughout the school.

Teachers express a desire for the school leadership team to present a clear vision of the kinds of teaching they wish to see occurring in classrooms. The leadership team affirms the need to unpack the framework and 'drip feed' the strategies into teaching practice and school expectations.

The school views parents and families as important partners in their child's education.

The school is committed to developing opportunities for them to participate in their child's learning development through timely and relevant communication, volunteering in classrooms and joining in celebrations of success. The biennial musical, athletics carnivals and Under 8's Day are recognised as opportunities to interact with a larger group of parents that may not usually enter the school gate or regularly visit classrooms.



The principal and school leaders recognise the importance of building an expert teaching team as a prerequisite for delivering high quality learning outcomes.

The principal nominated 'building teacher capacity' as a significant improvement strategy for 2017. The school's *Professional Learning Framework* provides comprehensive details of the strategies and processes utilised by the school to build the capacity of the teaching staff.



2.2 Key improvement strategies

Refine the current EIA ensuring a narrow and deep focus on embedding core AC and PBL, that is clearly communicated across the school community.

Embed an instructional leadership model for all school and teacher leaders that clearly articulates the roles, responsibilities and accountabilities aligned to the EIA, and ensure these are effectively communicated to, and understood by all staff.

Collaboratively build a strong professional culture of mutual trust and support amongst all staff members and implement a range of strategies to ensure high levels of staff morale and wellbeing are achieved.

Ensure high expectations for student behaviour are maintained and that all staff members' roles and responsibilities for the consistent application of PBL practices are well known, enacted and monitored.

Continue to collaboratively develop a whole-school curriculum plan including processes to track, monitor and audit the enacted curriculum and its alignment to the AC.

Use the school's *Teaching and Learning Framework* to present a clear vision of the kinds of teaching the leadership team wishes to see occurring throughout the school.