Bay View State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Bay View State School** from **21** to **23 July 2020**.

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 EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

John Collins	Internal reviewer EIB (review chair)
Rob Van Den Heuvel	Peer reviewer
Roberta Barbe	External reviewer

1.2 School context

Location:	Ziegenfusz Rd, Thornlands
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	754
Indigenous enrolment percentage:	3.9 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 6.3 per cent **Nationally Consistent Collection of Data (NCCD) percentage:** 8.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1025
Year principal appointed:	June 2009 – as foundation principal

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), 27 teachers, guidance officer, 20 teacher aides, Business Manager (BM), three administration officers, chaplain, school officer, president and four members of Parents and Citizens' Association (P&C), 36 parents and 53 students.

Community and business groups:

- Two representatives Outside School Hours Care (OSHC) provider – Police-Citizens Youth Club (PCYC) and Ventia facilities manager.

Partner schools and other educational providers:

- Principal of Mount Cotton State School, principal of Cleveland District State High School, director of Crystal Waters Child Care Centre, director of Jumping Beans Childcare Centre Thornlands, Early Years Redlands partnership facilitator and Deadly Choices facilitator.

Government and departmental representatives:

- Federal Member for Bowman, State Member for Redlands, Redlands City Council Division 3 councillor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan (AIP) 2020	Explicit Improvement Agenda 2020
Leadership refocus and reset 2020	Strategic Plan 2017-2020
School newsletters and website	School Data Profile (Semester 1 2020)
Investing for Success 2020	School budget overview
Headline Indicators (May 2020 release)	Curriculum planning documents
OneSchool	School improvement targets
School pedagogical framework	Annual professional development plans
School data and assessment plan	Responsible Behaviour Plan for Students
School Opinion Survey	School collegial engagement models
2020 AIP overview and team responsibilities	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The school fosters a positive culture for learning to maximise student wellbeing and achievement.

A calm, purposeful tone that supports quality teaching and learning is apparent across the school. Staff articulate pride in the school and value being part of the supportive whole-school team. Respectful relationships between, staff, students, parents and caregivers are valued by all stakeholders. Students identify that positive, caring relationships are a key feature of the school.

eLearning and the Bring Your Own (BYO) iPad program are highly valued within the school.

The BYO iPad program operates from Year 2 to Year 6. The program is enthusiastically supported by families. The initiative is underpinned by extensive eLearning strategies. This program strengthens Information and Communication Technology (ICT) infrastructure, builds teacher capabilities and introduces students to quality learning applications. Students and staff highly value the success of the program and its positive impact on learning outcomes.

The school's Explicit Improvement Agenda (EIA) is detailed in the 2020 Bay View State School Improvement Agenda.

Key priorities identified in the EIA include The New Art and Science of Teaching (NASOT) pedagogical framework, inclusive education, integrated planning, BYO iPad program, eLearning, Science Technology Engineering and Mathematics (STEM), Age-appropriate pedagogies (AAP), and curriculum planning, assessment and moderation. Knowledge and understanding of EIA priorities vary amongst staff, parents and students.

School leaders express a commitment to effectively implementing a locally responsive curriculum that is aligned to the Australian Curriculum (AC).

The school has a coherent, sequenced plan for curriculum that supports consistent teaching and learning delivery across all year levels, including multi-age classes. Teachers speak positively in relation to developing localised and integrated units, and express keen interest to further refine processes to create contextualised units. Staff express interest in participating in Quality Assurance (QA) processes to track the enactment of the planned curriculum.

School leaders recognise that high quality teaching is the key to improving student outcomes across the school.

The school's pedagogical framework is aligned with Marzano's[1] NASOT and clarifies expectations regarding school-wide pedagogical practices. Teacher knowledge and understanding of NASOT vary across the school. AAP is being investigated by the AAP team. Some teachers identify utilising 'Bump it up' walls, the Gradual Release of Responsibility (GRR) model and eLearning as pedagogical practices. School leaders acknowledge the need to review the current pedagogical framework.

The school views the development of staff members into an expert teaching team as integral to improving outcomes for all students.

Staff identify a range of capability-building processes including, Annual Performance Development Plan (APDP) observations, instructional coaching and the Mentoring Beginning Teachers (MBT) program. Some of these strategies are well established with others, such as instructional coaching for the teaching of writing being an emerging practice.

The school identifies the important role of data as a catalyst to effectively address EIA-aligned priorities and strengthen student learning outcomes.

Teachers describe being encouraged and supported to use data to inform differentiation planning and to analyse common areas of need for their class. They express interest in further developing their data literacy skills to appropriately adjust teaching programs and inform interventions for students.

The school's culture of collegiality and collaboration is widely acknowledged by staff across the school.

School leaders purposefully devise programs and committees to enable all staff members to play an active role in promoting the school's success. The writing and data teams work to support ongoing improvements in teaching and learning. Teachers articulate valuing opportunities to contribute to the school's strategic directions.

School leaders have purposefully established a range of partnerships with parents and caregivers, other educational institutions and community agencies to enhance student learning and wellbeing.

Relationships with other schools, local early learning providers, Indigenous Elders and community organisations have led to the development of productive partnerships that enhance learning and wellbeing outcomes for all students. Partners express appreciation regarding the school's proactive approach to engage with them over time.

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[1] Marzano, R. J. (2017). *The new art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

2.2 Key improvement strategies

Further refine the EIA, sharpen the whole-school focus on agreed, data-informed, core learning priorities and share the renewed EIA with the whole school community.

Quality assure the delivery of the locally developed units including assessment and moderation to ensure the planned curriculum is consistently enacted within all classrooms.

Collaboratively review the school's pedagogical framework and quality assure the implementation of agreed, evidence-based, high-yield teaching practices across the school.

Further develop a formal, strategic and systematic whole-school approach to the provision of feedback, coaching and modelling in targeted areas for all teaching staff.

Strengthen data literacy and ownership of student data across teaching staff.