

# Broadwater State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Broadwater State School** from **27 to 28 August 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

Anthony Palmer

Internal reviewer, EIB (review chair)

Trevor Carr

Peer reviewer



## 1.2 School context

<b>Location:</b>	Texas Road, Broadwater	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	39	
<b>Indigenous enrolment percentage:</b>	5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	35 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	38 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	946	
<b>Year principal appointed:</b>	2012	

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, five teacher aides, administration officer, guidance officer, cleaner, eight parents and 25 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, treasurer and secretary and a former parent.

Partner schools and other educational providers:

- Granite Belt Support Services (GBSS) occupational therapist and Stanthorpe State High School principal.

Government and departmental representatives:

- State Member for Southern Downs and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Draft Mental Health and Wellbeing framework
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
2020 PD calendar	Curriculum planning documents
Whole school curriculum plan	Professional development plans
School Opinion Survey	School newsletters and website
Behaviour Management Guide	Responsible Behaviour Plan for Students



## 2. Executive summary

### 2.1 Key findings

**Parents and staff members proudly discuss the strong student-centred focus of the school.**

All members of the school community articulate the high expectations held for every student to achieve their best, and express appreciation for the efforts of staff members to provide support for the learning and wellbeing of every student. A focus on wellbeing is apparent across the school, with efforts made to prepare and support all students to be able to learn. The principal and staff members ensure they know each learner as an individual, endeavouring to support the unique needs and circumstances of every student.

**Staff members are united in their belief and commitment to the development of an inclusive culture in the school.**

Parents acknowledge this belief and many indicate they pass other schools to come to this school, as a result of the dedication of staff members. Staff members, students and parents acknowledge the quality of the relationships developed, led by the principal, to support student learning and wellbeing. The principal articulates a calm and reassuring presence for staff members, students and parents through their key message to staff members of 'Be the calm our students need'.

**The principal and staff members express a commitment to implementing the Australian Curriculum (AC).**

The school has developed a whole-school curriculum plan to describe the teaching and learning expectations at the school. There is evidence of reference to the AC within the whole-school curriculum plan. The principal acknowledges the need to review the plan and engage with regional expertise in the development of the school's Curriculum Assessment and Reporting Plan (CARP). The principal articulates the CARP will ensure all students are exposed to each of the required elements of the AC, and that student engagement will be maximised through avoiding the need for students in multi-age classes to repeat units of work.

**Staff members articulate a joint understanding of, and commitment to, the importance of effective teaching practices to support all students to achieve success in their learning.**

The principal acknowledges that highly effective teaching is the key to improving student outcomes throughout the school. One of the four improvement priorities of the current Annual Implementation Plan (AIP) is to collaboratively review and remodel the school's pedagogical framework. The principal articulates the intent to utilise this investigation, and knowledge of other research-based pedagogical models, to redevelop the pedagogical framework as an inclusive document that reflects the school's practices and ethos.



**Staff members articulate a strong commitment to supporting the learning and wellbeing of all students, and ensuring they achieve their best.**

The actions and efforts of the principal model high expectations of academic achievement, effective differentiation strategies, and adjustments of curriculum to ensure individual student success. The documentation of adjustments and differentiated curriculum is emerging. The school has commenced the process of staff members working collaboratively to document the extent of differentiation for verified students with disability in OneSchool. Staff members articulate the importance of documenting adjustments and differentiation in OneSchool, and considering how to record differentiation at the unit planning stage.

**Staff members and the principal articulate a driving focus on every student learning and are united in their belief that every student is capable of learning.**

Students express appreciation for the work of teachers in providing supportive and engaging learning environments. The principal acknowledges the development of student learning goals as important in assisting students to take ownership of their learning. The principal indicates possibilities to consider the use of learning intentions and success criteria to further enhance and direct student engagement in their learning and knowing their next steps. The principal articulates the intention to support staff members in engaging students to develop as assessment-literate learners.

**Staff members articulate a commitment to the continuous improvement of their knowledge and skills to enhance student learning and wellbeing.**

Staff members describe frequent informal discussions that occur daily amongst staff members regarding student learning and wellbeing. Staff members discuss willingly participating in professional learning and informal sharing of practice. The principal acknowledges the importance of facilitating formal and informal opportunities for staff members to share, discuss and observe effective practice to enhance teaching and learning knowledge and provide feedback through observation, mentoring and coaching processes.

**Staff members display high levels of professional energy for the work they do in the school.**

Staff members demonstrate high levels of confidence and capability in teaching and supporting the learning and wellbeing of students. Staff speak positively of the collegiality that exists in the school and the support provided for each other. A high level of cohesion amongst staff members at the school is clearly apparent. Staff comment positively on the value they feel is placed on them by the principal, and each other.

**Parents and staff members acknowledge the principal as a leader with a strong and passionate focus on supporting every student.**

Staff members and parents express admiration for the commitment, dedication, energy and positivity the principal brings to the leadership of the school. Parents and staff members comment on the calm, open and approachable nature of the principal. Parents proudly discuss the principal as an advocate for each individual student and the importance of their learning. The principal and staff members speak enthusiastically of their shared commitment



to providing quality learning for all students, and doing whatever it takes to support students to achieve their best.



## 2.2 Key improvement strategies

Finalise the development of the CARP, including connecting with regional expertise, to provide clarity for the full implementation of the AC and consider Quality Assurance (QA) processes to monitor the planned and enacted curriculum.

Complete the collaborative review and remodel of the pedagogical framework, and communicate and embed identified signature pedagogical practices and structures to enhance teaching and learning.

Determine and finalise processes to document the adjustments and strategies for differentiated teaching and learning in unit planning and on OneSchool.

Develop the capacity of teachers to engage students as assessment-literate learners through the use of learning intentions, success criteria, goal setting and feedback.

Create further opportunities for staff members to work with and learn from each other, including observation, modelling, mentoring, and reflection on their own and others' practices.