

Buddina 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 **Buddina State School** from **28 February to 2 March 2018**.

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.

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

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Kim McNamara	Peer reviewer
Brad Francis	External reviewer



1.2 School context

Location:	Corner Tumut Street and Iluka Avenue, Buddina
Education region:	North Coast Region
Year opened:	1979
Year levels:	Prep to Year 6
Enrolment:	747
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1031
Year principal appointed:	2017
Full-time equivalent staff:	53
Significant partner schools:	Kawana Waters State College, Mountain Creek State High School, Caloundra Coalition of State Schools, Goodstart Early Learning, Green Beginnings, Minyama Early Learning Centre, Kawana Crèche and Kindergarten (C&K), Kindamindi Development & Learning Centre
Significant community partnerships:	<ul style="list-style-type: none"> • Camp Australia: Outside School Hours Care (OSHC) • Returned and Services League of Australia (RSL): ANZAC Day, Remembrance Day, Student Investiture • Rotary Club of Kawana Waters Buddina: Student Council (EarlyAct), Student Investiture, Art Show • University of the Sunshine Coast (USC): Inspire Science program • The Boardstore: Surfing / Skateboarding programs and competitions – provision of weekly coaches and proposed indoor skatepark, • Maroochy Surf School: surf academy • Alex Community Education: surf academy • Scripture Union: Various contacts via the chaplaincy program including The Salvation Army, Helping Hands Network, 'brekky volunteers' • Uniting Church: Kids Hope • Businesses including Bunnings Warehouse, All' Antica, Buildcorp • Peter Muraay Djeripi Mulcahy: Indigenous perspectives
Significant school programs:	Inspire Excellence and Acceleration, Buddina Surf Academy, skateboarding, Artist in Residence, chess, Art Show, Musical, Robotics, Reader's Cup



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Heads of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, pedagogy coach, two Support Teachers Literacy and Numeracy (STLaN), support teacher-gifted and talented, 31 teachers, 13 teacher aides, Business Manager (BM), two administration officers, two Parents and Citizens' Association (P&C) representatives, five school council representatives, guidance officer, tuckshop convenor, tuckshop volunteer, school crossing coordinator, 40 parents and 63 students.

Community and business groups:

- Indigenous Cultural Representative.

Partner schools and other educational providers:

- Deputy principal Kawana Waters State College and director Goodstart Kindergarten.

Government and departmental representatives:

- State Member for Kawana and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	2018 Roles and Responsibilities
Investing for Success 2018	Strategic Plan 2015-2018
School Opinion Survey	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	Annual performance review documents
School data Plan	School newsletters and website
Responsible Behaviour Plan for Students	Headline Indicators (Semester 2, 2017 release)
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Parents and families are valued as partners in student learning.

There is a positive and calm tone throughout the school. All members of the school community speak highly of the school and its positive reputation in the wider community. The learning environment of the school is engaging and offers a welcoming feel. Positive relationships amongst all members of the school community are highly apparent across the school.

The school offers extracurricular programs that allow students to expand their personal interests and talents in academic, cultural and sporting pursuits.

The school is known in the wider community for its highly engaging extracurricular and academic offerings for students. The school's surfing academy and skateboarding programs are extremely popular and entry into these programs is highly competitive. These two programs are fundamentally linked to the school's Responsible Behaviour Program for Students (RBPS).

All staff members are able to identify the school focus area as writing.

Through a rigorous process of staff member and community consultation, the school has developed the 2018 Annual Improvement Plan (AIP) including targets and timelines. Some parents are able to articulate the school's focus on writing and behaviour. Some staff members are not yet clear regarding the articulation of all areas of the school's improvement agenda and the associated targets.

School leaders keep informed of research regarding evidence-based teaching practices and recognise that effective teaching is critical to improving student learning outcomes.

The school has developed a pedagogical framework. The framework is based on the Lane Clark¹ model of Deep Thinking for Deep Learning (DT4DL). Some teachers express a lack of connection to the DT4DL pedagogical framework and how each element impacts on their daily teaching practice. All teachers utilise the Gradual Release of Responsibility (GRR) model for reading instruction. Teachers speak confidently regarding the use of the Explicit Instruction (EI) models and how these are embedded in their practice. Some teachers articulate using some elements of DT4DL in their pedagogical repertoire. It is apparent that current pedagogical practices across the school are varied.

¹ Clark, L. (2018). Real. thinking learning assessment. Retrieved from <http://www.laneclark.ca/>



The school leadership team places a strong emphasis on the use of data to track student achievement and improvement.

A systematic plan is established to collect data on student outcomes. The plan includes a schedule of regular meetings between leadership team members and cohorts of teachers for the analysis of data. Conversations with teachers reveal varying degrees of confidence and expertise in analysing and responding to student data. An explicit link between monitoring data and the evaluation of the effectiveness of teaching strategies is an emerging practice.

Resources within the school are deployed to ensure student learning and engagement are prioritised.

School leaders give priority to understanding and addressing the learning and wellbeing needs of all students. The school allocates additional resources to various areas to meet student learning and engagement needs and to build teacher capability. Allocation of funds to Professional Development (PD) and teacher release to facilitate staff professional learning is a key feature of the school budget. Quality Assurance (QA) processes to measure the effectiveness of professional learning and resource allocation and its impact on improved student learning outcomes are yet to be fully established.

There are clear strategies to promote appropriate behaviour and students are aware of the school's care values

The school is currently reviewing its RBPS to move from the School Wide Positive Behaviour Support for Students (SWPBS) to a Positive Behaviour for Learning (PBL) model. Staff members indicate that this transition is a natural progression of the program and positive outcomes are anticipated. Staff members indicate that increased clarity and understanding of aspects of their roles in the program are becoming more apparent through the review process.

The school has a clear planning cycle whereby year level teams have the opportunity to collaboratively plan units of work based on the Australian Curriculum (AC).

Under the leadership of the Heads of Curriculum (HOC), teachers plan and document units of work and gain a clear understanding of the demands of all aspects of the AC. Teachers report that they value this process as it has made the process of curriculum delivery clearer.

The school recognises the positive impact that partnerships with parents and the community have on enhancing student learning and wellbeing.

A strong partnership is developed with a number of local childcare centres. The Parents and Citizen's Association (P&C) is a valuable partner in the education process and in the provision of resources. An effective transition program is developed for the Year 6 transition to the junior secondary section of the local high school. Many businesses support the range of extracurricular, leadership and learning programs and events of the school.



Members of the community, parents, staff members and students display enormous pride in the school.

Parents indicate they are extremely happy with the education their child receives at the school and the opportunities for extracurricular activities that are provided. Staff and community members speak highly of the multiple student engagement opportunities offered to students and identify them as a distinctive part of the fabric of the school.



2.2 Key improvement strategies

Continue to sharpen and narrow the focus of the current Explicit Improvement Agenda (EIA) and include processes to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired improvements in student learning and performance.

Collaboratively review the school's pedagogical framework to establish the agreed pedagogical practices.

Engage all staff members in ongoing PD to ensure teachers' data literacy skills enable deeper understanding of data to better inform differentiated teaching practices.

Develop QA measures to monitor that resource allocation is producing desired improvements in student learning outcomes and/or developing staff members' capability and consistency in delivering all elements of the improvement agenda.

Collaboratively review and consistently communicate, apply and implement PBL processes throughout the school including routine collection and analysis of data.