

Bribie Island State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Bribie Island State School** from **9 to 13 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

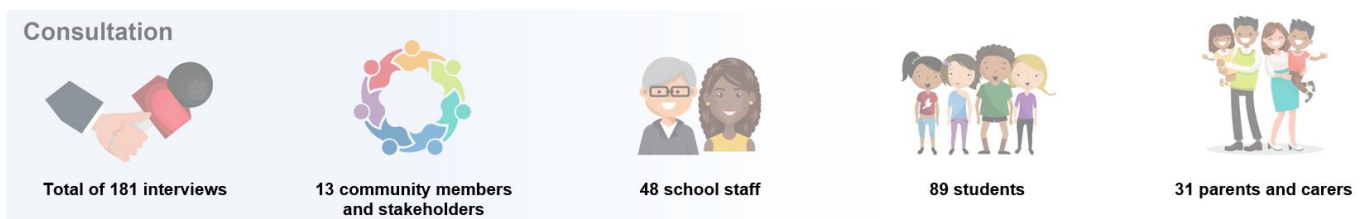
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford	Internal reviewer, SRR (review chair)
Keith Graham	Internal reviewer
Bert Barbe	External reviewer

1.3 Contributing stakeholders



1.4 School Context

Indigenous land name:	Gubbi Gubbi
Education region:	North Coast Region
Year levels:	Early Childhood Development Program (ECDP) – Prep to Year 6
Enrolment:	456
Indigenous enrolment percentage:	15%
Students with disability percentage:	17.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	946

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **15 to 17 July 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 939 and the school enrolment was 638 with an Indigenous enrolment of 15% and a student with disability enrolment of 22%.

The key improvement strategies recommended in the review are listed below.

- Enhance teacher knowledge of the Australian Curriculum (AC) through the collaborative planning of curriculum units for all learning areas that reference achievement standards and content descriptions as key aspects of the planning process. (Domain 6)
- Provide further time and support for teachers to embed agreed high-yield strategies relating to the Explicit Improvement Agenda (EIA) and regularly monitor implementation to promote a strong consistency of practice. (Domain 1)
- Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management. (Domain 2)
- Build the capacity of school leaders and classroom teachers to engage their students as assessment-literate learners through the establishment of task sheets, learning walls, goal-setting and feedback processes. (Domain 8)
- Collaboratively review the processes for managing student behaviour to enable data-informed decisions that promote timely responses that foster high levels of learning engagement, including for students requiring additional support. (Domain 4)

2. Executive summary

2.1 Key affirmations

Staff express optimism for the leadership team and their visibility and presence at the school.

The newly formulated leadership team clearly articulates a commitment to achieving positive learning outcomes for all students and providing the support required for teachers to achieve excellence in their classes. Staff communicate that school leaders have provided care and guidance in the early stages of their tenure.

Leaders and staff express their commitment to every student being a successful learner.

Leaders have introduced whole-school processes to guide teachers to address the learning needs and style of students. The Whole School Approach to Support Student Learning document clearly identifies the three levels of teaching support, including the Student Engagement and Wellbeing (STEWB) referral process and actions for STEWB team members and staff. Unit plans and weekly lesson plans include documentation of differentiation for identified students.

Staff articulate there is an embedded collegial culture.

School leaders place a high priority on knowing the staff and developing an expert teaching team to ensure students receive a quality education. Teachers speak of the collegial trust and ongoing support amongst school staff and identify this has assisted them through several changes in leadership. They identify that the leadership team now in place is providing the platform to build on this culture, with leaders to drive school improvement.

Staff, parents and students convey their commitment to and affiliation with the island community and school.

Relationships are positive and caring between all stakeholders. They identify that their school, while being small, remains a safe, inclusive environment that focuses on student learning. Many staff and parents reference the calmness and approachability of the new principal as a positive.

The Prep transition program is well established and spoken of fondly by the community.

The Soar into Bribie Prep program provides young children transitioning to Prep with seven one-hour sessions during Terms 3 and 4 to prepare them for school. There is a documented pre-Prep transition policy that includes Term 3 visits from local early learning centres and the kindergarten.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop a clear vision and strategic plan to inform and drive the school's improvement agenda.

Domain 2: Analysis and discussion of data

Build whole-staff capability in utilising school, class and individual data to inform teaching and learning cycles and gain a universal lift in student outcomes.

Domain 6: Systematic curriculum delivery

Collaboratively review the whole school curriculum, assessment and reporting plan to ensure all learning areas are documented with three levels of planning and consistent with the AC.

Implement whole school processes of observation, coaching and reflection to ensure the curriculum, assessment and reporting plan is enacted in all classrooms.

Domain 8: Effective pedagogical practices

Develop a whole-school pedagogical approach for the teaching of literacy to provide consistency and a universal lift to student outcomes.