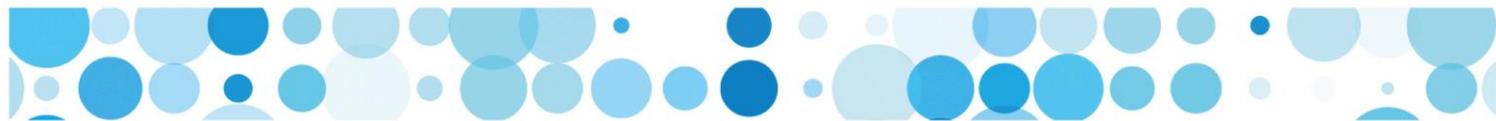


Brooweena State School

Executive Summary



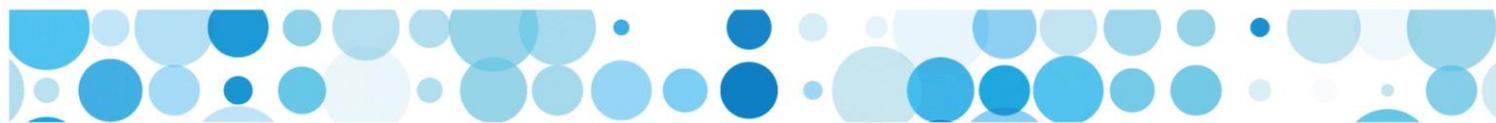


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

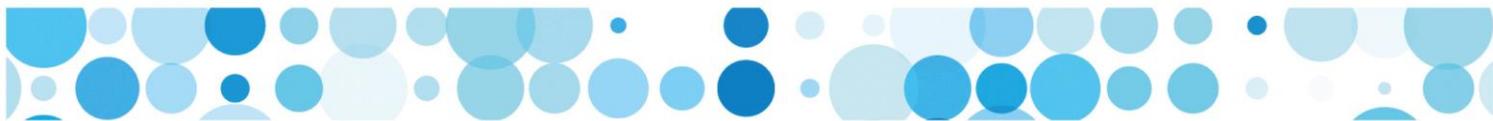
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Brooweena State School** from **7 to 8 August 2019**.

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

1.1 Review team

Sandra Perrett

Internal reviewer, SIU (review chair)

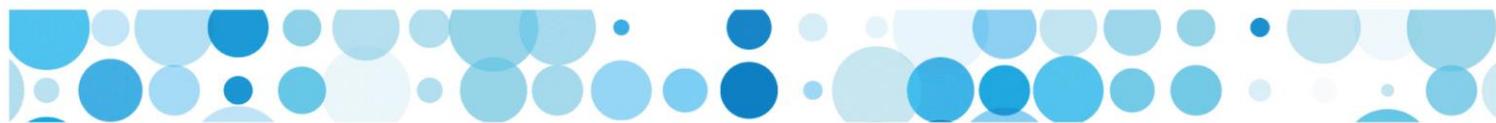
Cheryl Harvey

Peer reviewer



1.2 School context

Location:	Lahey Street, Brooweena
Education region:	North Coast Region
Year opened:	1904
Year levels:	Prep to Year 6
Enrolment:	14
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1013
Year principal appointed:	2017
Day 8 staffing teacher full-time equivalent (FTE):	1.46
Significant partner schools:	Mungar State School, Tiaro State School, Gundiah State School, Aldridge State High School
Significant community partnerships:	Brooweena Rural Fire Brigade, Woocoo Historical Society
Significant school programs:	Playgroup, Daily Rapid Reading (DRR)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, guidance officer, three teacher aides, Business Manager (BM), seven students and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary.

Partner schools and other educational providers:

- Year 7 coordinator for Aldridge State High School.

Government and departmental representatives:

- State Member for Maryborough and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Data Profile (Semester 1, 2019)
Investing for Success 2019	School budget overview
Headline Indicators (April 2019 release)	Curriculum planning documents
OneSchool	Professional learning plan
School pedagogical framework	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
(draft) Whole School Approach to Differentiated Teaching and Learning	School based curriculum, assessment and reporting plan
Learning and Wellbeing Framework for Students	Assessment and Target Schedule



2. Executive summary

2.1 Key findings

A consistent belief amongst staff members is that every student is capable of successful learning.

All staff are fully committed to providing a caring and nurturing educational environment that focuses on student learning. Staff members encourage students to do their best. The senior students are encouraged to develop leadership skills and to support the younger students to demonstrate appropriate school behaviour.

The physical environment and facilities of the school are well presented and maintained.

Classrooms are vibrant, orderly and engaging for students. Members of the school and community play an active role in maintaining and improving the school grounds. A pizza oven and 'chicken palace' are currently being installed. The Glennvironment and raised vegetable garden beds provide alternative spaces for students and teachers to use. A favourite area for students is the newly installed playground. Students speak positively about their school and are very proud of the available facilities.

The principal, staff members and parents identify the focus on writing as the Explicit Improvement Agenda (EIA).

The Annual Implementation Plan (AIP) outlines a wide variety of actions related to writing. The principal articulates the importance of deepening the understanding of teaching staff in relation to teaching writing across all learning areas of the Australian Curriculum (AC). A clear long-term vision of the writing EIA is yet to be developed.

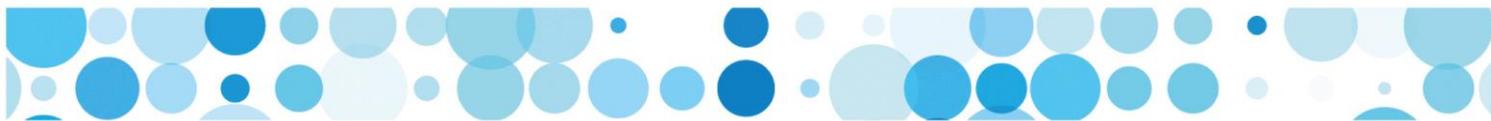
The principal is working with the teaching staff to build their knowledge of research-based teaching practices.

The Gradual Release of Responsibility (GRR)¹ is the dominant pedagogical framework that guides teaching and learning. The focus of the learning circles is on deepening the principal's understanding of Lyn Sharratt's² work. John Hattie³ is another theorist identified by the principal as providing information regarding effective teaching and learning. The principal identifies the importance of developing the skills and knowledge of the teaching staff in relation to research based, high-yield teaching practices.

¹ Pearson, P. D., & Gallagher, G. (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology*, 8(3), 112-123.

² Sharratt, L. (2019). Sharratt Educational Services (SEG Inc.). Retrieved from <https://www.lynsharratt.com/>

³ Visible Learning Plus. (2018). *The research of John Hattie: Visible learning*. Retrieved from <https://www.visiblelearningplus.com/content/research-john-hattie>



The principal recognises the importance of collecting and analysing student academic achievement data.

The principal is continuing to engage in Professional Development (PD) activities to analyse and interpret data, including through the regionally organised literacy circles. Continuing to develop the data literacy of all staff is identified as an important next step by the principal.

The teaching staff place a high priority on ensuring that the learning needs of all students are catered for.

The principal and teaching staff use informal observations of student learning and analyse writing samples to identify the next steps in teaching and learning. Some members of the teaching staff are yet to articulate a deep understanding of all aspects of the learning process. They express a keenness to deepen their skills and knowledge to effectively use a range of teaching strategies to cater for the individual needs of all students, including students with disability.

The principal identifies staff as lifelong learners who display a willingness to enhance their capabilities in teaching and learning.

The principal is working with the teaching staff to build their knowledge of teaching practices and the content to be covered. The principal models expected teaching practices or lessons for teaching staff. Processes for regular and timetabled coaching, observation and feedback within the local context or cluster are yet to be established. The principal articulates a commitment to supporting the teaching team to engage in this professional learning experience.

The school values community engagement and recognises the important role the school plays in the local community.

Staff members understand the importance of building and maintaining positive and caring relationships with parents, students and the wider community. The principal actively encourages community involvement in the school and encourages the other staff members to do the same. Parents and members of the wider community regularly provide support to the school.

The principal encourages parental engagement in the school.

The playgroup is conducted by a parent volunteer. Working bees are supported by parents and the wider community and the Parents and Citizens' Association (P&C) identifies that events are always well-supported by parents. The P&C's major fundraiser, the Brooweena Woodies at the Gympie Country Music Muster, has registered 33 adult volunteers and six younger volunteers this year. It raised approximately \$15 000 in 2018 over the course of the event.



2.2 Key improvement strategies

Collaboratively develop a long-term vision for the EIA, identifying strategies that will lead to the successful achievement of the vision.

Build the pedagogical knowledge of teaching staff, investigating and trialling research-based high-yield teaching strategies.

Build the data literacy of the teaching staff, including the analysis of available data and developing ways to use this data in teaching and learning.

Broaden the skills and knowledge of the teaching staff to cater for the individual needs of all students, including students with disability and high achieving students.

Develop and implement a plan to facilitate observation and feedback opportunities for teaching staff, within the school and with the local cluster, related to implementing the EIA and teaching and learning.