

St Bernard State School

Executive Summary





Contents

1. Introduction.....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders.....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies.....	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **St Bernard State School** from **26 to 28 July 2021**.

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

Leah Mullane

Internal reviewer, EIB (review chair)

Benjamin Turner

Peer Reviewer



1.2 School context

Location:	School Road, Tamborine Mountain	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	215	
Indigenous enrolment percentage:	0.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	23.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1072	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Support Teacher Literacy and Numeracy (STLaN), 13 teachers, three teacher aides, Business Manager (BM), administration officer, 34 students and 24 parents.

Community and business groups:

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

Partner schools and other educational providers:

- Tamborine Mountain State High School principal, Tamborine Mountain Community Kindergarten and St Bernards Village Child Care Centre.

Government and departmental representatives:

- State Member for Scenic Rim and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School budget overview	Headline Indicators (October 2020 release)
OneSchool	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Parents, students and staff members speak highly of the positive relationships created at the school.

Relationships based on mutual respect and trust are fostered by the entire staff and valued by students and families. Staff members speak fondly regarding the opportunity to work at the school, highlighting collegiality, student behaviour and their willingness to learn. Students describe their teachers as a highlight of the school, articulating their kind and caring nature. Parents comment positively on the high level of care provided to their child.

The fostering of a positive and healthy school culture for students, and support of student wellbeing is reflected through the school's Positive Behaviour for Learning (PBL) approach.

The school's PBL approach is complemented by a focus on wellbeing led by a key teacher. Expected behaviours are taught, acknowledged and celebrated regularly. Students receive 'Thumbs up' rewards linked to the expected behaviours that are visible in all classrooms. The wellbeing focus incorporates the Zones of Regulation and delivery of the health curriculum. This approach is valued by students, staff and families.

The leadership team articulates quality curriculum delivery as vital to the improvement of student outcomes.

A whole-school plan is developed for the delivery of the Australian Curriculum (AC). The whole-school curriculum provision plan outlines which learning areas will be taught and when. The Head of Department – Curriculum (HOD-C) articulates the implementation of units through an A/B cycle within Prep – Year 2, Year 3 – Year 4, and Year 5 – Year 6, year level junctures. The year level and band plans outline the units of work and assessments for each year level and learning area. The leadership team acknowledges the need to refine the alignment of whole-school curriculum documentation.

Teachers are dedicated to providing quality curriculum delivery across all learning areas.

Unit plans are collaboratively developed by teachers within their year level junctures. These unit plans include achievement standards to be met, content descriptors that will be taught, and their aligned assessments. Marking guides for English and mathematics are developed by teachers. Some marking guides for science units are teacher developed with others utilising Curriculum into the Classroom (C2C) marking guides. Consistent expectations for unit planning and the creation of marking guides are yet to be developed.



The school leadership team and staff members understand the importance of data analysis and utilise a range of data sets and monitoring tools to inform teaching and learning.

Teachers utilise data on a regular basis to develop deeper understandings of students and starting points for learning. Teachers collect data to review student progress in the literacy continuum and Level of Achievement (LOA). Members of the leadership team, support staff and teaching staff engage in data discussions through designated Professional Learning Team (PLT) sessions. The school leadership team demonstrates a commitment to building the data literacy of staff members through the utilisation of PLTs, and recognises teachers' data analysis skills as an ongoing priority for development.

The principal and school leaders articulate the importance of the link between curriculum as the 'what' and pedagogy as the 'how'.

The school has a pedagogical framework headlined by the school's motto '*Every child can learn, and every child can achieve*'. Across the school, teachers are able to identify examples of the pedagogies they utilise to support improved outcomes within their classrooms. The school's focus on Age-appropriate pedagogies (AAP) and Sharratt's 'Clarity'¹ assists teachers to analyse their practice, identify how they currently engage their class and individual students in their learning, and reflect on approaches they could add to their repertoire of practice. The principal articulates consistency of language and approaches in pedagogy as a current priority for development.

The school's culture of high expectations is enhanced through the consistent use of 'Bump it up' walls.

Teachers utilise English Bump it up walls to support students to become self-reflective learners. 'I can' statements are displayed on classroom Bump it up walls, developed through the mapping of literacy continuum markers to the aspects of the marking guides. Bump it up walls reference content taught to illustrate and remind students what they have learnt, in addition to 'A', 'B' and 'C' exemplars and student work samples. Teachers speak enthusiastically regarding the impact of the Bump it up walls, highlighting increasing student engagement. Students at all levels articulate how Bump it up walls are co-constructed and how they engage with them to support their improved results.

School leaders and teaching staff articulate the strength of collegial practices as key drivers of the school's current initiatives.

The leadership team is committed to the development of staff as an expert teaching team through the leveraging of a strong sense of collegiality across the school. Collegial relationships are built on a strong culture of mutual trust and respect. Leaders understand collegial practices are central to improving student outcomes, and have an expectation that all members of the teaching team will be committed to the continuous improvement of their knowledge and practice. The school provides opportunities for teachers to meet together in

¹ Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading*. Corwin.



year juncture PLTs, to support improved pedagogical practices and enhanced collegial engagement. Teachers articulate highly valuing these opportunities to participate in professional dialogue and sharing.



2.2 Key improvement strategies

Review the whole-school curriculum plan and implementation cycles, including documentation of which units are to be taught and when, with clear alignment to achievement standards met within year level and band plans.

Develop clear expectations for unit planning and assessment marking guide development, to ensure rigorous alignment to the AC and consistency across the school.

Further develop data literacy skills for all staff members through systematic opportunities to analyse and utilise data to determine the next steps for teaching, learning and differentiation.

Review the school's approach to pedagogy to develop consistency of practice across classrooms in drawing from a repertoire of research-based approaches, whilst reflecting upon impact for the context, curriculum and student needs.