

Bundaberg Central State School

Executive Summary



School
Improvement
Unit





1.2 School context

Location:	Crofton Street, Bundaberg
Education region:	North Coast Region
Year opened:	1875
Year levels:	Prep to Year 6
Enrolment:	76
Indigenous enrolment	21 per cent
Students with disability	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	923
Year principal appointed:	2014
Full-time equivalent staff:	5.2
Significant partner schools:	Bundaberg South State School, Bundaberg State High School
Significant community partnerships:	Bundaberg Regional Art Gallery, Bundaberg Library, Rotary Readers
Significant school programs:	Daily Rapid Reading (DRR), LEM Phonics



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), chaplain, eight teachers, five teacher aides, administrative assistant, two school cleaners, 20 students, nine parents and Parents and Citizens' Association (P&C) secretary and treasurer.

Partner schools and other educational providers:

- Cluster Chair Bundaberg West.

Government and departmental representatives:

- Bundaberg Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2016/2017	Strategic Plan 2014-2017
Headline Indicators 2016, Semester 2	School Data Profile 2016
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	



2. Executive summary

2.1 Key findings

School staff members are united in their commitment to supporting the learning and wellbeing of every student.

The school seeks to understand and respond to the diverse learning and wellbeing needs of students. Staff members display a strong personal commitment to every student. Parents speak highly about the inclusive nature of the school.

The school has documented a range of key improvement priorities.

Priority is given to improved student achievement, particularly in reading. The way in which a narrow and sharp improvement agenda informs the alignment of data analysis, professional learning and pedagogical practice is not yet clear.

The school has a data plan and utilises a range of data sources to identify student achievement levels.

A number of staff members have the responsibility for collecting and recording student data. A systematic approach where teachers analyse, communicate and respond to data to inform teaching is yet to be established across the whole school.

The school is working to build an inclusive approach in its teaching of Students with Disability (SWD) and diverse learning needs.

The school is continuing to refine its approach in meeting the learning needs of SWD and diverse learning needs. The way in which the roles and responsibilities of key support staff members align and work to build school and teacher capability is unclear.

The principal and staff members view the development of capability as central to improving outcomes for students.

All teachers are committed to the continuous improvement of their own teaching. Improving student learning and wellbeing are regarded as collective, personal responsibilities by all staff members. Teacher aides are valued members of the teaching team and are encouraged to provide input into the school's decision-making processes.

School leaders and teachers are continuing to refine the documentation and implementation of the school's curriculum plan.

The school is working with other schools and regional supports to refine and document curriculum overviews. The school's curriculum is a regular discussion point for informal conversations amongst teachers. A systematic approach to enable collaborative planning and the building of Quality Assurance (QA) processes is yet to be enacted across the school.



Positive Behaviour for Learning (PBL) is used as a frame to support the management of student behaviour in the school.

Staff members articulate that the implementation of PBL is helping to support improved behaviour across the school. The school utilises data to inform the explicit teaching of positive behaviours for learning. Some staff members indicate that further refinement and implementation of PBL will be valued.

The school is maintained and presented in a manner that reflects positively in the community.

The school provides an attractive physical environment that is characterised by a variety of playing areas, well-maintained gardens and grounds and welcoming learning spaces.

Parents and community members are welcome in the school and encouraged to attend school assemblies and events.

A small Parents and Citizens' Association (P&C) supports the school and seeks out new families to assist in fundraising endeavours. Parents are visible in the school, volunteering in a range of classroom activities including reading programs.

2.2 Key improvement strategies

Collaboratively develop a narrow and sharp improvement agenda with clear actions, timelines and student achievement targets and communicate this agenda to all stakeholders.

Develop the capacity of teachers to build data literacy skills and provide opportunities for staff members to engage in in-depth analysis of data regarding the learning of individual students and cohorts of students and to inform teaching practice.

Engage regional support to assist in clearly defining the roles and responsibilities of school support staff members to ensure the optimal provision of education services for SWD and diverse learning needs.

Implement QA processes to provide curriculum feedback to teachers and ensure that the intended curriculum is being enacted in all classrooms.

Develop processes to ensure that the PBL program is consistently enacted and embedded across the school.