

Bohlevale State School

Executive Summary





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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 **Bohlevale State School** from **12 to 14 June, 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

Garry Lacey	Internal reviewer, SIU (review chair)
Paul Pickering	Peer reviewer
Jacque Bates	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Bohlevale School Road, Burdell
Education region:	North Queensland Region
Year opened:	1911
Year levels:	Prep to Year 6
Enrolment:	735
Indigenous enrolment percentage:	20 per cent
Students with disability enrolment percentage:	5.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	923
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	47
Significant partner schools:	Northern Beaches State High School, Bluewater State School, North Shore State School, Fantastic Four partnership with Heatley State School, Mundingburra State School and Oonoonba State School
Significant community partnerships:	Local Early Childhood Education Centres (ECEC) kindergarten transition - Puddleducks Play to Learn, Sunrise Kids Early Learning Centre, Aussie Kindies Early Learning Deeragun, Goodstart Deeragun Childcare Centre, Jensen Early Learning Centre, Milestones Early Learning Centre Bushland Beach, Petit Early Learning Journey Burdell, Northern Beaches State High School secondary transition, Talking Families initiative (joined April, 2019) with Family and Child Connect
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG) – Years 3 and 4, Athlete Development Program, DASH (Deadly After School Homework), Playgroup Queensland affiliated Bohlevale Bumblebees Playgroup, Bring Your Own Device (BYOD) – Years 4 to 6, electives – Years 4 to 6, Early Childhood Development Program (ECDP), Positive Behaviour for Learning (PBL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), four Support Teachers Literacy and Numeracy (STLaN), instructional coach, Science, Technology, Engineering and Mathematics (STEM) coach, two Business Managers (BM), behaviour support teacher, guidance officer, two physical education teachers, four inclusion teachers, Japanese language teacher, 31 classroom teachers, 15 teacher aides, four administration officers, six ancillary staff members, 73 students and 31 parents.

Community and business groups:

- President Parents and Citizens' Association (P&C), school chaplain, Defence School Mentor (DSM) and tuckshop convenor.

Partner schools and other educational providers:

- Two early childhood centre coordinators, principal local high school and three 'Fantastic Four' cluster principals.

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
2018 AEDC revised profile	Headline Indicators (2019 April release)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation planner
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School leadership team key tasks	Writing benchmarks document
Reading case management checklist	Inclusive practices documents
Walkthrough checklists	Reading and writing expectations
Parent and community engagement framework	Teacher development and capability building framework
School based curriculum, assessment and reporting framework	Student wellbeing and engagement framework
Supporting Successful Transitions implementation plan	'Step Up' inquiry cycle planner



2. Executive summary

2.1 Key findings

School staff take pride in accepting, supporting and encouraging the learning, and social and emotional development of all students who come to the school.

Members of the teaching team recognise the importance of positive and caring relationships to successful learning and commit to building mutually respectful interactions with students and their families. Staff members demonstrate an understanding of student backgrounds with some students presenting at the school with a range of complex needs. School staff members work hard to create an environment that is safe and supportive of students.

Staff members display high levels of professional energy for the work they do in the school.

Many comment there is a collegial culture of professional and personal support. This is particularly identified in the work of year level teams. Strong relationships exist within these teams with most staff members expressing a sense of belonging to their school community and high levels of mutual trust and respect in collaborations they have with colleagues. A willingness of staff members to engage in professional dialogue aligned to improving student learning and wellbeing is apparent.

The school leadership team recognises the importance of professional learning in developing an expert teaching team.

A suite of professional learning opportunities are developed for teachers, teacher aides, and other staff members. These include staff meetings, cohort meetings, voluntary professional learning, enactment of Annual Performance Development Plans (APDP), collaborative learning, opportunities for coaching and models of observation and feedback. Teacher aides appreciate the range of professional learning opportunities provided through weekly meetings and training opportunities with school leaders.

Members of the school team work hard to enact the school's Responsible Behaviour Plan for Students (RPBS) through the Positive Behaviour for Learning (PBL) framework.

Many staff members express a commitment to enacting expected behaviour practices. There is a degree of uncertainty regarding the impact these are having on improving levels of student behaviour. This mental model is influencing consistent implementation of Tier 1 PBL strategies. Some staff members indicate they would appreciate stronger levels of focused and intensive behaviour support. Timely feedback to staff members on actions taken and outcomes of interventions are yet to be consistently applied. The principal expresses a commitment to working with staff members to ensure the whole-school approaches for managing student behaviour enable consistent implementation of strategies to support high levels of positive behaviour for all students.



The school's leadership team and teaching staff members express a growing commitment to implementing curriculum units aligned to the Australian Curriculum (AC).

Teachers predominantly engage with Curriculum into the Classroom (C2C) units to plan for and deliver learning experiences to their students in learning areas other than English. Some teachers describe their level of reference to, and understanding of the AC in these planning processes as variable. School leaders acknowledge the need to continually expand the process used for planning curriculum units in English to collaboratively develop and adapt curriculum units in other learning areas that ensures effective delivery of the AC across the years of schooling.

The leadership team is committed to promoting precision in the delivery of agreed teaching practices in relation to the school's Explicit Improvement Agenda (EIA).

Expectations for the teaching of reading and writing feature in the school's pedagogical framework with teachers committed to implementing these into their classrooms. School leaders understand the importance of providing ongoing support to teachers through regular monitoring processes that lead to a strong consistency of practice. Classroom teachers express commitment to working with school leaders to enact the EIA and to improving student learning outcomes in these priority areas.

The leadership team views school-wide analysis and discussion of data as an important process to inform teaching and the next steps for student learning.

The purpose of the data collected includes monitoring student literacy and numeracy skills, setting individual learning goals, informing class and group reading programs and planning for future teaching opportunities. Teacher understanding of the analysis and use of data to inform and individualise teaching and learning varies across the school. The leadership team is committed to working with teachers to promote a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

Staff members are committed to the school and to improved learning outcomes for students.

They display high levels of professional energy for the work they do in the school. Staff members indicate a degree of concern regarding student behaviour, some workload issues and having a genuine voice in school decision-making processes as factors impacting on their level of morale. The principal expresses a commitment to working with staff members to enhance the professional culture of the school by collaboratively developing, implementing and monitoring strategies to foster high levels of staff morale and promote wellbeing.

Classroom teacher and school leader knowledge and understanding of the AC is being enhanced through the planning process used in English.

The initial part of this process includes unpacking of the AC achievement standard and content descriptions that will be the focus for teaching and learning. In conjunction with the AC, teachers consider the assessment task and Guide to Making Judgements (GTMJ) taken



from C2C and engage in the development of an assessment alignment planner to genuinely understand the standards required for student success. Learning intentions and success criteria are developed to help guide unit implementation with learning walls established in classrooms to support the teaching and learning process.

Co-curricular learning opportunities are developed to support enhancements to academic, cultural and sporting learning.

These include Sporting Schools activities, drama, martial arts, pottery, cooking, coding and robotics through the Friday electives program. The school has established a range of lunchtime activities including Lego, Science, Technology, Engineering and Mathematics (STEM), computers, iPads, supported play, library and chess. These programs are complemented by extension learning opportunities that include Opti-MINDS, Premier's Coding Challenge and Premier's Reading Challenge, Art-in-a-Suitcase and science week activities. The Arts is enhanced through music enrichment programs including instrumental music and choral groups and sport is promoted through regular gala days. Students and parents express appreciation for the time teachers take to provide this range of learning opportunities.



2.2 Key improvement strategies

Ensure the whole-school approaches for managing student behaviour enable consistent implementation of strategies to support high levels of positive behaviour and encompass refining of support processes for focused and intensive behaviour support.

Provide opportunities for year level teams to use the process for developing curriculum units in English to collaboratively develop and adapt curriculum units in other learning areas that support effective delivery of the AC.

Promote precision in the delivery of agreed teaching practices in relation to the school's EIA and closely monitor implementation of these leading to consistency of practice.

Promote a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

Enhance the professional culture of the school by collaboratively developing, implementing and monitoring strategies to foster high levels of staff morale and promote wellbeing.