



# School Improvement Unit Report

## **Boronia Heights State School Executive Summary**

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Boronia Heights State School from 1 to 4 June, 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	194 Middle Road, Boronia Heights
<b>Education region:</b>	South East
<b>The school opened in:</b>	1990
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	684 students
<b>Indigenous enrolments:</b>	6 per cent
<b>Students with disability enrolments:</b>	4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	943
<b>Year principal appointed:</b>	2014 (Acting)
<b>Number of teachers:</b>	49
<b>Nearby schools:</b>	Park Ridge State School, Greenbank State School, Regents Park State School, Yugumbir State School, Browns Plains State School, Park Ridge State High School, Browns Plains State High School, St Bernadines Catholic School, St Philomena School
<b>Significant community partnerships:</b>	The Spot, AFL Academy, Brisbane Sprint Stable, Griffith University, Logan City Council, Greenbank RSL, St George Bank
<b>Unique school programs:</b>	Head Start to Learning - pre-Prep program, Levelled Literacy Intervention



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two Deputy Principals, two Head of Special Education Services (HOSES)
  - Head of Curriculum, Literacy Coach, Learning and Engagement Coach
  - Business Services Manager (BSM), three office staff
  - Guidance Officer, Support Teacher Literacy and Numeracy (STLaN)
  - 28 classroom teachers, five specialist teachers, two special education teachers, two intervention teachers, nine teacher aides
  - Two school officers-grounds
  - Tuckshop convenor
  - 16 student leaders, students across the school
  - Parents and Citizens' (P&C) association executive
  - 22 parents
  - Community members

### 1.4 Review team

Esta Thiris	Internal reviewer, SIU (review chair)
Anthony Palmer	Internal reviewer
Peter Grangier	External reviewer



## 2. Executive summary

### 2.1 Key findings

- Students, teachers and parents speak well of the school.

The tone of the school is positive and friendly. The school presents as calm and classes are orderly and purposeful. There is a positive, caring relationship between staff, students and parents.

- The school has developed an improvement agenda which includes school-wide targets for improvement.

The principal and leadership team are committed to finding ways to improve on current student outcomes. The school's improvement agenda as identified in the Annual Implementation Plan 2015 includes: improving reading outcomes for students, School Wide Positive Behaviour Support (SWPBS) and increasing the percentage of students achieving in the Upper Two Bands (U2B). School leaders have analysed school performance data with staff and are aware of trends in student achievement.

- The leadership team comprises the principal and two deputy principals. Supporting this team is a Head of Curriculum (HOC), Head of Special Education (HOSES), Literacy Coach and Learning and Engagement Coach.

The majority of these personnel are currently in acting roles. This team is constantly in the process of team building through the changeover of key personnel. Leadership staff have basic role and responsibility statements to inform day-to-day practices.

- The school has a range of curriculum programs and documents, including a recently developed school-wide reading strategy.

The school utilises Curriculum into the Classroom as the significant resource to deliver the Australian Curriculum. There is some evidence that the school's curriculum plan, school-based programs and frameworks consistently influence classroom practice. The school is delivering research-based strategies for school improvement which include Gradual Release of Responsibility, The Big Six reading strategies and Words Their Way.

- There is a formal process of teacher observation and feedback across the school.

Some formal mentoring and coaching practices have been established and are being implemented at this time. Teachers indicated that they are open to receiving feedback on their teaching through a formal school-wide process.



- Non-attendance is an issue for a number of students across the school.

In 2014, 22.5 per cent of students attended less than 85 per cent and 15.4 per cent of students attended between 85 and 90 per cent. The school has an attendance target of 93 per cent. There have been some strategies introduced to address attendance, such as a breakfast club. At this time the school does not have a whole school approach to address attendance issues.

- The school has a Responsible Behaviour Plan for Students that explains the school's behaviour expectations and protocols. This document has been collaboratively determined with staff and parent input.

SWPBS is the proactive strategy adopted by the school to support students' wellbeing, behaviour and learning. The school provides a range of positive incentives to acknowledge appropriate behaviour.

- The school has established and developed beneficial partnerships with local businesses, community organisations and individuals to improve opportunities and learning outcomes for students.

The school has maintained a relationship with a great number of community organisations such as The Spot - community service, Greenbank RSL, St George Bank, Brisbane Sprint Stable, Park Ridge Pirates AFL, AFL Queensland, Logan City Council, Logan West Community Art-share Alliance, Griffith University, Early Years Centre and the Benevolent Society.



## 2.2 Key improvement strategies

- Ensure that the clearly articulated whole school improvement agenda is narrow and sharp and is accompanied by appropriate targets, timelines, appropriate resourcing and professional development for all school personnel.
- Build the capacity of the leadership team in terms of instructional leadership in line with documented, clearly articulated and communicated roles and responsibilities of school leaders and support team.
- Further develop a systematic whole school approach to building teacher capacity focused on high quality professional development linked to the school's improvement plan with coaching, mentoring, feedback and supervision processes.
- Review the school's Responsible Behaviour Plan for Students for currency and effectiveness to determine its fit for purpose in 2015. Sustain and embed the ongoing implementation of SWPBS to support and enhance student wellbeing, behaviour and learning.
- Collaboratively review the school's curriculum framework including a developmental scope and sequence document aligned to the Australian Curriculum.
- Develop a whole school attendance strategy to enhance attendance and student engagement through collaboration with parents and community to refine this process.