



School Improvement Unit Report

Bounty Boulevard State School Executive summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Bounty Boulevard State School from the 9-12 February 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

Location:	195 Bounty Boulevard North Lakes
Education region:	North Coast
The school opened in:	2009
Year levels:	Prep to Year 6
Current school enrolment:	1157
Indigenous enrolments:	2.7 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1054
Year principal appointed:	2015
Number of teachers:	71
Nearby schools:	The Lakes College, North Lakes State College, Dakabin State School, Moreton Downs State School, Mango Hill State School, Undurba State school, Murrumba Downs State Secondary College, Burpengary State School
Significant community partnerships:	Moreton Bay Regional Council
Unique school programs:	Be Connected; Drama club



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 three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and school administration team
 - Literacy and numeracy coaches, Leader of Learning innovation, Support Teacher's Literacy and Numeracy (STLaN's)
 - Business Services Manager, office team, janitor groundsman
 - 23 classroom teachers and 22 teacher aides
 - P & C executive
 - 22 parents
 - ten school leaders
 - Moreton Bay Regional Councillor; Director of local kindergarten; Safer school travel coordinator
 - Students from across the school

1.4 Review team

Esta Thiris – Internal School Reviewer (chair)

Peter James – Peer Reviewer

Bob Perry – External Reviewer



2. Executive summary

2.1 Key findings

- An explicit school improvement agenda is yet to be developed.

There is no explicit improvement agenda in place, however, the principal and leadership team articulate a commitment to improvement and recognise the need for an explicit improvement agenda understood by all members of the school community.

- The tone of the school is calm, positive and friendly and there is a strong focus on the promotion of student engagement.

The school has adopted School Wide Positive Behaviour Support (SWPBS) as the critical foundation upon which to develop a school-wide, shared responsibility for student management, and to foster a culture that promotes learning.

- The school leadership team roles and responsibilities lack clarity.

Leadership staff are yet to develop clear role and responsibility statements and this has led to some confusion and inconsistency among staff particularly with curriculum direction.

- A systematic approach to providing opportunities for teachers to work in year level planning teams has been implemented to share good practice and focus on improved student outcomes.

Some staff take opportunities to engage in informal feedback. There is no formal school-wide process for teachers to gain feedback and coaching.


- Overarching curriculum frameworks linked to school based programs are yet to be fully developed.

The school is currently developing a whole school curriculum plan based on the Australian Curriculum. The Principal and other school leaders are keen to provide a clear focus on building continuity of curriculum direction with a strong focus on teaching and learning.

- There is some evidence of strategic collaboration with partners to strengthen student engagement and improved outcomes.

The principal has acknowledged the need to strengthen these partnerships to assist with student engagement and improving outcomes.

- There is a sense of optimism and commitment moving forward.



The newly appointed principal sees the importance of establishing a strong sense of school community and a systematic whole school approach to teaching and learning.



2.2 Key improvement strategies

- Review the roles and responsibilities of school leaders and support team aligned to the school priorities to ensure that all members are instructional leaders. These roles and responsibilities should be clearly communicated to all staff.
- Review and develop a whole school explicit improvement agenda including curriculum plan, pedagogical framework, assessment and monitoring framework, data plan and professional learning plan.
- Develop a systematic approach to supporting teachers as professional learners.
- Promote a school culture of high expectations for all students in their learning, attendance and behaviour.
- The leadership team make deliberate and strategic use of partnerships with families, local businesses and community organisations to access intellectual and physical resources not available within the school for the purposes of improving student outcomes.