

Bounty Boulevard State School

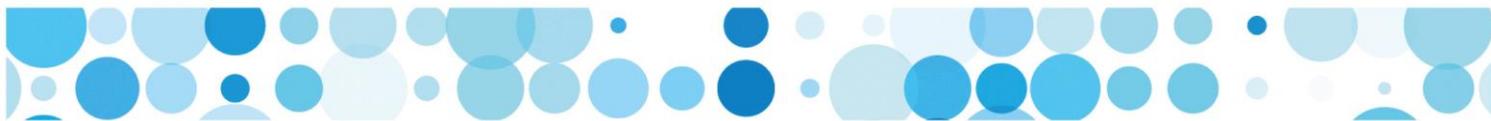
Executive Summary





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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 **Bounty Boulevard State School** from **25 to 28 March 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.

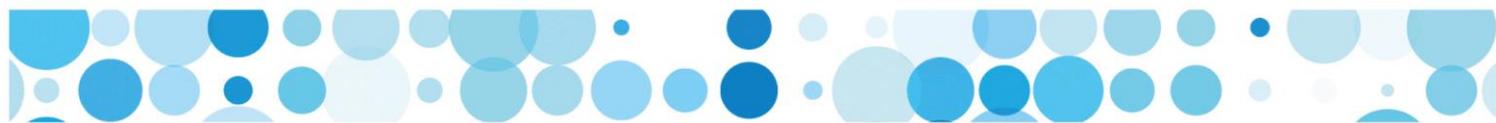
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

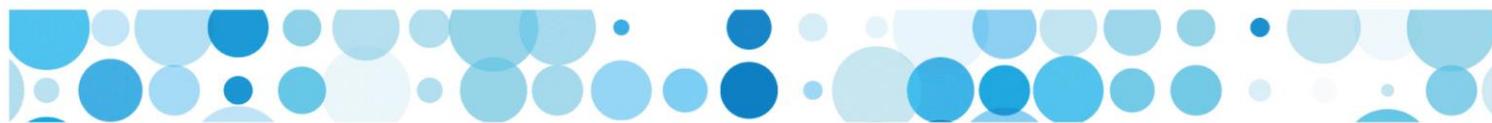
1.1 Review team

Mike Ennis	Internal reviewer, SIU (review chair)
Garry Lacey	Internal reviewer
Debbie Hansen	Peer reviewer
Tony Maksoud	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Bounty Boulevard, North Lakes
Education region:	North Coast Region
Year opened:	2009
Year levels:	Prep to Year 6
Enrolment:	1405
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1022
Year principal appointed:	July 2018 – acting
Day 8 Staffing teacher full-time equivalent (FTE):	79
Significant partner schools:	Mango Hill State School, Moreton Downs State School, North Lakes State College
Significant community partnerships:	Early Years Network, Sesame Lane 1- Discovery Drive, Sesame Lane 2 - Joyner Circuit, Sesame Lane 3 - Astley Parade, Sesame Lane 4 - McLennon Court, Kids Capers Childcare, North Lakes Kids Early Learning Centre, Goodstart North Lakes College Street - Childcare Centre, Goodstart North Lakes Winn Street - Childcare Centre, Pine Rivers Kindergarten, Crèche and Kindergarten (C&K) Deception Bay North Community Kindergarten, C&K Bayview Kindergarten & Preschool, Mother Duck Childcare Kallangur, Peace of Mind Kindergarten, North Lakes Play and Learn Child Care Centre
Significant school programs:	Dja Dja Mur Indigenous dance troupe, Bounty Bards and drama club, choir and music ensembles, Tangalooma EcoMarines, Book Week



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, two Heads of Diverse Learning (HoDL), Head of Curriculum (HOC), guidance officer, Business Manager (BM), 75 teachers, 58 non-teaching staff, wellbeing team, Positive Behaviour for Learning (PBL) team, cohort leaders team, Parents and Citizens' Association (P&C) executive, school council representative, 31 parents and 102 students.

Community and business groups:

- Three Indigenous community representatives.

Partner schools and other educational providers:

- Principals of North Lakes State College, Moreton Downs State School, Mango Hill State School, North Lakes State College Primary and three directors of early learning centres.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (October, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
ERASE plans	Curriculum planning documents
School improvement targets	Individual Curriculum Plans
School pedagogical framework	School Data placemat
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Whole school reading, writing and spelling overviews



2. Executive summary

2.1 Key findings

The school has a positive school ethos that is embedded in everyday practice.

There is a high degree of commitment from staff and members of the school community to build positive, caring and respectful relationships. Students demonstrate a strong sense of belonging and pride in the school, valuing the positive relationship they have with their teachers. Parents predominantly speak positively of the school.

An emerging initiative of the school's improvement agenda is the use of collaborative data meetings.

Classroom teachers meet with the deputy principals each term to case manage three identified students regarding lifting Levels of Achievement (LOA) data. Time is set aside for teachers to work collaboratively focusing on the specific data and formulate strategies to improve outcomes for students on the data placemat. Members of the teaching staff identify the benefits of these conversations in focusing their work.

The school's leadership team is committed to working with staff members to enhance the school's inclusive practices.

The Heads of Diverse Learning (HoDL) are leading this work with school staff members. Inclusion teacher and teacher aide support for students with disability and other diverse learners in classrooms is established. Co-teaching in classrooms is a common practice across the school. Most staff members speak positively of the work of inclusion teachers in delivering support to classrooms to meet the diverse needs of students across the school.

The leadership team is committed to working with staff members to enhance the professional culture of the school.

Many staff members indicate that levels of morale have been influenced by an unclear and changing improvement agenda, issues relating to responses to student behaviour and a perceived lack of staff voice in school decision making. The leadership team expresses a commitment to actively engage staff members in decision making and systematically embed strategies to enhance staff voice, authentic collaboration and consultation to develop staff ownership and improve morale.

The school has an Explicit Improvement Agenda (EIA) that is detailed in a number of documents.

The key priority identified by teachers is lifting the percentage of students receiving an A-C LOA. Other aspects identified include lifting students receiving A-B, Closing the Gap for Indigenous students in attendance and learning, lifting the outcomes for students with disability, redeveloping the pedagogical framework, developing excellence programs in the Arts and sport, building and capitalising on staff capability, celebrating achievement and aligning the budget to these focus areas. Staff members are committed to working with the leadership team to enhance clarity regarding this agenda. The principal expresses a commitment to refining the EIA to have a narrow and sharp focus.



School teams have developed systems to promote a safe, positive and respectful environment that is focused on learning.

School expectations are positively stated and understood by students and staff members. Teachers explicitly teach classroom rules and routines weekly and acknowledge appropriate behaviour. Some staff members express the belief that consequences for inappropriate behaviour are not always open and transparent. The leadership team expresses a commitment to ensuring whole-school approaches for managing student behaviour enable consistent implementation of strategies to support high levels of positive behaviour and involve more collaborative processes for students requiring additional behaviour support.

The school leadership team and teaching staff members express a growing commitment to ensuring implementation of curriculum programs aligned to the Australian Curriculum (AC).

The current Head of Curriculum (HOC) has modified the curriculum planning process in English to include a stronger focus on the aspects of the AC to be delivered in the current curriculum unit. In conjunction with the AC, teachers consider the assessment task and criteria sheet and undertake a pre-moderation process to understand the standards required for success. This process includes the development of assessment exemplars that feature on the class 'Bump it up' wall. School leaders acknowledge the need to expand the process utilised for developing curriculum units in English, to collaboratively develop and adapt curriculum units in other AC learning areas.

The principal acknowledges the importance of empowering members of the senior leadership team.

Senior leaders are provided with the opportunity to work with an executive coach to support their leadership growth. School leaders engage in annual review processes and informal feedback. Formal processes in relation to instructional leadership capacity building of school leaders and feedback cycles regarding their work are yet to be developed. School leaders are committed to continuing to strengthen their instructional leadership capacity to drive the EIA through access to collegial networking, mentoring, personal coaching, quality Professional Development (PD) and cycles of feedback.

School leaders recognise the need to set high expectations for student progress.

The school has recently started work in supporting students to become assessment capable learners. Lyn Sharratt's¹ five questions are utilised to increase the quality and precision of feedback to students regarding their learning and align to personalised student learning goals in some classrooms. Bump it up walls and student friendly criteria are displayed and used in many classrooms. This work is continuing to emerge and aims at encouraging students to take greater ownership of their own learning pathways and progress against published criteria.

¹ Sharratt, L., & Planche, B. (2016). *Leading collaborative learning: Empowering excellence*. Thousand Oaks, CA: Corwin Press.



Parents, students and community members express pride and satisfaction with the learning opportunities provided to students.

Each term a senior and junior school performing arts showcase highlights the achievements of students in performing arts, music and drama. The school drama club has presented a musical for the last nine years. School and community members are proud of the Indigenous community partnerships through the Dja Dja Mur dance troupe. These groups perform to enthusiastically appreciative audiences of staff, students and families. The school sporting opportunities are highly valued.



2.2 Key improvement strategies

Enhance the professional culture of the school by actively engaging staff members in decision-making processes and systematically embed strategies to enhance staff voice, authentic collaboration and consultation to develop staff ownership and improve morale.

Refine the EIA to have a narrow and sharp focus and support teachers to implement agreed strategies that are regularly monitored by school leaders to promote high levels of consistent practice.

Ensure the whole-school approaches for managing student behaviour enable consistent implementation of strategies to support high levels of positive behaviour and involve more collaborative processes for students requiring additional behaviour support.

Expand the process used for developing curriculum units in English to collaboratively develop and adapt curriculum units in other learning areas that ensures effective delivery of the AC.

Strengthen the instructional leadership capabilities of school and teacher leaders through access to collegial networking, mentoring, personal coaching, quality PD and cycles of feedback.