Bounty Boulevard State School

Executive summary

Queensland
Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Bounty Boulevard State School** from **2** to **5 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
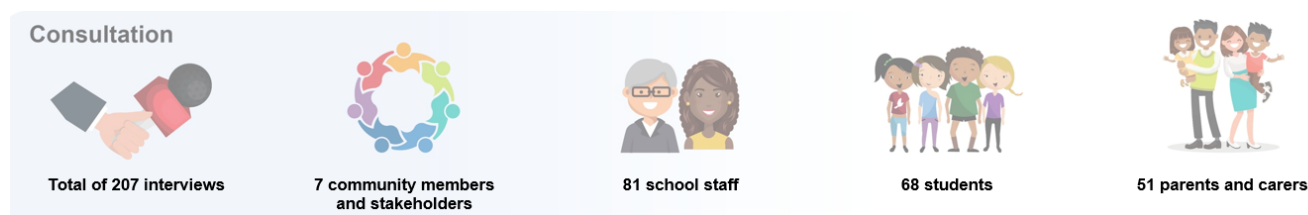
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Bradley Clark	Internal Reviewer, SRR (review chair)
Scott Curtis	Internal Reviewer
Lee Gerchow	Peer Reviewer
Judi Hanke	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 207 interviews | 7 community members and stakeholders | 81 school staff | 68 students | 51 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Gubbi Gubbi nation and the Gubbi Gubbi people of the Gubbi Gubbi language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	1130
Indigenous enrolment percentage:	6.7%
Students with disability percentage:	15.2%
Index of Community Socio-Educational Advantage (ICSEA) value:	1014

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **25** to **28 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1022 and the school enrolment was 1405 with an Indigenous enrolment of 4% and a student with disability enrolment of 5.5%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 3)

- Refine the Explicit Improvement Agenda (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. (Domain 1)

- 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. (Domain 3)

- 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 Australian Curriculum (AC). (Domain 6)

- Strengthen the instructional leadership capabilities of school and teacher leaders through access to collegial networking, mentoring, personal coaching, quality Professional Development (PD) and cycles of feedback. (Domain 5)

2. Executive summary

2.1 Key affirmations

Staff have driven and sustained a focused and strategic improvement agenda.

It is apparent that significant progress has been made in regards to the findings from the previous review. Many staff express pride in what the school has been able to collectively achieve. Staff are proud of their contribution to school improvements in a range of areas that directly improve outcomes and opportunities for students.

A rigorous coaching model that promotes collective ownership for student learning and success is apparent.

Many staff comment on the positive team collaboration, a professional team approach, and the benefits that coaching has brought to their professional practice. The principal plays an instrumental role in leading the coaching agenda, developing and refining the coaching framework and sustaining a positive coaching culture. Many staff convey appreciation for the opportunity to engage in coaching and they describe it as professionally and personally rewarding.

High levels of confidence exist in the current priorities underpinning school improvement.

Leaders are united in their approach to driving an EIA to improve learning outcomes for all learners. It is apparent they have developed a responsive EIA through ongoing analysis of school performance data. They discuss having personal accountability for leading school improvement through planned and precise actions. Teachers have welcomed the introduction of Promoting Literacy Development[1] (PLD).

Leadership and capability development is a priority within the school.

Authentic instructional leadership is a strength of the leadership team. Teachers discuss appreciation for the active presence of, and ongoing engagement with, their line manager, principal and teacher leaders. Staff with aspirations of leadership roles are supported to develop their instructional leadership skills. Building the capability of middle leaders is identified as an essential element of the instructional leadership model. Leaders have a strong line of sight and a purposeful classroom presence.

Positive Behaviour for Learning (PBL) enables a supportive and respectful learning environment.

Leaders and teachers describe a welcome resurgence of PBL to ensure consistent, conducive learning environments. Many teachers outline that PBL is effective in establishing strong and consistent processes for reinforcing positive behaviour processes. The tone of classrooms and the campus is orderly and calm, and high expectations for behaviour and mutual respect are apparent in interactions between students and their teachers.

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[1] PLD. (2020). Resources to improve literacy levels within primary schools. https://pld-literacy.org/

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop ways to celebrate success and acknowledge progress of the Explicit Improvement Agenda (EIA) to further enhance staff culture and morale.

Domain 8: Effective pedagogical practices

Strengthen staff understanding of the agreed pedagogies, supporting teachers to identify and apply this knowledge to match the learners and context of learning to provide high-quality learning experiences and stronger outcomes for all students.

Domain 6: Systematic Curriculum Delivery

Formalise planning processes that include reviewing a range of relevant data to develop unit plans that are responsive to the learning needs of all students.

Domain 7: Differentiated teaching and learning

Strengthen staff knowledge and application of differentiated, focused and intensive teaching approaches to cater for the range of students including high-achieving students.