

Brookfield 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 **Brookfield State School** from **17 to 19 of October**.

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 consider 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Ken Peacock	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Boscombe Road, Brookfield
Education region:	Metropolitan Region
Year opened:	1871
Year levels:	Prep to Year 6
Enrolment:	504
Indigenous enrolment percentage:	0.5 per cent
Students with disability enrolment percentage:	1.6 per cent – verified disability 12 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Index of Community Socio-Educational Advantage (ICSEA) value:	1175
Year principal appointed:	2018
Day 8 Staffing Teacher Full-time equivalent numbers:	47
Significant partner schools:	Kenmore State School, Kenmore South State School, Chapel Hill State School, Fig Tree Pocket State School, Pullenvale State School, Moggill State School, Kenmore State High School
Significant community partnerships:	School council and Parents and Citizens' Association (P&C), Brookfield Early Childhood Centre, Brookfield Tennis Centre, Running Club - Lizel Moore, Brookfield General Store and Café, Brookfield Show Society and Brookfield Recreational Reserve Trust, Local Councillor for Pullenvale Ward, State Member for Moggill, Federal Member for Ryan, Kenmore-Moggill Returned and Services League of Australia (RSL) Sub-Branch Inc., local Police, crime prevention unit and Adopt-a-Cop
Significant school programs:	Curriculum to the Classroom (C2C), reading framework, mathematics framework, BeLearning program, Explicit Instruction (EI), Jolly Phonics, Magic Words, Words Their Way, Seven Steps to Writing Success, Heggerty's



	<p>Phonemic Awareness, Cameron and Dempsey's <i>The Writing Book</i>, Cameron's <i>Teaching Reading Comprehension Strategies</i>, Early Start, Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS), Booker's <i>Teaching Primary Mathematics</i>, Chatting Children, PM Benchmarks and PROBE, Australian Council for Educational Research (ACER) - PAT Assessments and eWrite assessment, Positive Behaviour for Learning (PBL) framework</p> <p>Enrichment opportunities including:</p> <ul style="list-style-type: none"> • Queensland Academy for Science, Mathematics & Technology – Young Scholars, Bright Minds and Entry into Year 7- selected students in Years 3 to 6 • Science, Technology, Engineering and Mathematics (STEM) Horizons – selected students in Year 6 (three only) • STEM Convention – selected students in Years 5 and 6 • Opti-MINDS Creativity Sustainability Challenge – self-nominated Years 5 and 6 students • Maths Team Challenge – selected students Years 5 and 6 • International Competition and Assessment for Schools (ICAS) testing – self-nominated Years 2 to 6 students • lunchtime coding and robotics clubs – voluntary Years 3 to 6 • Readers Cup – selected students in Years 5 and 6 • Brookfield Show Society - Literary and Art Competition – all students
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1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, curriculum coordinator, Business Manager (BM), master teacher, guidance officer, Special Education Program (SEP) teacher, Support Teacher Literacy and Numeracy (STLaN), gifted and talented coordinator, school council chair, P&C secretary, tuckshop convenor, 28 teachers, seven teacher aides, 17 parents and 13 students.

Community and business groups:

- General Manager and teacher Brookfield Early Childhood Centre, Brookfield Store owner and Brookfield Tennis Centre owner.

Partner schools and other educational providers:

- Principal Kenmore State High School.

Government and departmental representatives:

- Local Councillor for Pullenvale Ward Brisbane City Council, State Member for Moggill and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	Responsible Behaviour Plan for Students
Professional learning plan 2018	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
School data plan	School Roadmap
School Opinion Survey	School newsletters, website, Facebook page
Report Card and NAPLAN Update Semester 1 2018	



2. Executive summary

2.1 Key findings

The school tone reflects a school-wide commitment to the vision ‘*Belong – Strive – Succeed*’.

Positive and caring relationships are apparent amongst staff, students and parents. Teachers demonstrate a deep belief that every student is capable of successful learning. The school places a high priority on the wellbeing of students and staff members through the provision of programs and resources.

A strong sense of community exists throughout the school and staff, parents and students identify this as a highlight of learning and working at the school.

Members of the school community hold high expectations for student engagement, achievement and behaviour. Parents are willing partners in their child’s education and have clear ideas regarding the quality of teaching and learning they desire for their child.

The school has dedicated staff members.

An atmosphere of cooperation and support is apparent across the school whereby many staff members collaboratively share their experience and expertise informally and formally with colleagues in relation to curriculum and pedagogical practices. This willingness to share with and support others is acknowledged and highly valued by staff members themselves and by parents and community members who recognise this as being a standout feature of the school.

Students have access to a large number of enrichment opportunities within and outside the school that encompass many learning areas.

The school classroom and instrumental music program is highly valued by students and parents. School bands and choirs perform in the school and wider community and have achieved many accolades and awards for these performances. Students express high levels of satisfaction with the opportunities they have to participate in the Arts, sporting activities and extension challenges.

The Annual Implementation Plan (AIP) details strategies to develop professional knowledge, improve professional practice and increase professional engagement.

This is the final year of the school’s current strategic plan (2015-2018) and the ‘starting’ year of the newly appointed principal. The AIP has been synthesised by the principal into an Explicit Improvement Agenda (EIA) that has four improvement areas of highly effective curriculum delivery, extending more capable students, ensuring high standards for student conduct and writing improvement. These agendas are in the early stages of implementation and are yet to be accompanied by targets for student improvement and timelines for actions. Most teachers are aware of the priority areas. They are less clear regarding how the agenda is influencing their day-to-day classroom practice and improving student learning and wellbeing outcomes.



A commitment to high expectations being achieved resonates across the whole of school community.

Teaching staff members are committed in the work they undertake in their classrooms to achieve positive student outcomes. The leadership team acknowledges it would be beneficial to develop a common understanding of what the term ‘high expectations’ means at the school within the national context so that the school is able to perform at the highest level.

Facilitated, collaborative curriculum planning days have commenced to support a deeper understanding of the Australian Curriculum (AC).

Teachers articulate appreciation for the time to participate in this collaborative planning process with the curriculum coordinator, and express the belief that it is providing further clarity as to what to teach to support students to reach expected standards. Guides to Making Judgements (GTMJ) are discussed and annotated to determine what teachers will need to teach and the level of response students will require to receive an ‘A’ or ‘B’ standard. Members of the leadership team articulate a strategy to continually deepen planning conversations and teacher skill in developing the teaching and learning sequence.

Staff members in all classrooms implement a range of effective strategies to support the learning needs of students.

Many staff members articulate utilising elements of Explicit Instruction (EI) including discussing the learning intentions of a lesson as part of their teaching approach. A school-wide understanding of the evidenced-based teaching practices that are expected in all classrooms and the consistent application of these practices are not yet apparent.

Teachers are enthusiastic to ensure students’ learning and wellbeing needs are catered for appropriately.

Discussions on a range of data occur at Brookfield Every Student Succeeding Together (BESST) meetings. Teaching staff members consider how students’ needs are able to be catered for in the planning of new units of work based on the AC. Teachers are able to consult with colleagues on appropriate teaching approaches and to identify human and material resources that might be deployed to maximise student learning. The leadership team acknowledges that a comprehensive whole-school approach to differentiation is yet to be developed.

The school is held in high regard by students, staff members, parents and the wider community.

Partnerships with parents, families, the wider local community, the local schools’ alliance, businesses and community groups have been established by the school to improve opportunities and outcomes for students. The school is considered to be one of the key anchor points of the local community, given its approximate 150 year history in providing quality education to local children.



Parents play an active role within the school and work with teachers to support their child's learning and development.

There is a strong volunteer base. Parent helpers work in classrooms, particularly in the younger year levels, in addition to assisting in the tuckshop, the uniform shop and helping to manage the lost property. Many parents regularly attend celebrations of their child's learning and achievement. Teachers articulate they value the engagement with parents.

Students are encouraged to take pride in the environment.

The large grounds are maintained to a very high standard and classrooms and other facilities are neat and clean. The school's front office staff members are highly valued and contribute to the welcoming atmosphere of the school. The schools officer has completed several beautification projects that have increased the appeal of school facilities. The schools officer and the cleaners are key members of the school community and valued for the work they do.



2.2 Key improvement strategies

Develop an EIA for the school that is aligned to the new school strategic planning cycle, informed by school data and includes timelines for implementation and targets for improved student learning outcomes.

Undertake a process to develop a common understanding of what the term 'high expectations' means at the school within the national context.

Build on the collaborative curriculum planning processes to align with the school curriculum framework and deepen teacher understanding of the AC and school expectations for an 'A' student achievement standard.

Review the school pedagogical framework to clarify the school evidence-based teaching practices that are expected in all classrooms.

Establish a whole-school approach to differentiation that best caters for the needs of all students.