School Improvement Unit
Report

Upper Brookfield State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Upper Brookfield State School from 8 to 9 August 2016. 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Upper Brookfield Road, Upper Brookfield</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan Region</td>
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<tr>
<td>The school opened in:</td>
<td>1916</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>42</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>2.4 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>2.4 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1153</td>
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<tr>
<td>Year principal appointed:</td>
<td>2016 (acting)</td>
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<tr>
<td>Number of teachers:</td>
<td>3 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Brookfield State School, Indooroopilly State High School, Kenmore State School, Pullenvale State School, Moggill State School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Police-Citizens Youth Club (PCYC) Out of Hours School Care program (OHSC), Moots with Brookfield community, Kenmore Alliance of Schools</td>
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<tr>
<td>Significant school programs:</td>
<td>Instrumental Music program, LOTE, Interschool Sport program</td>
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1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Lead Principal
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Three class teachers
  - Teacher aide
  - Administration officer
  - Principal local school
  - 20 students
  - Student leaders
  - Parents and Citizens’ Association (P&C) president
  - 12 parents
  - Community member

1.4 Review team

Garry Lacey  
Internal reviewer, SIU (review chair)

Louise Wilkinson  
Internal reviewer, SIU
2. Executive summary

2.1 Key findings

- A clear vision is established for the school which is expressed and enacted through the school’s motto *developing life-long learners*.

The school’s principal and staff members are committed to implementing an improvement agenda which has a current focus on developing students’ writing and spelling skills, implementing signature evidence-based practices, improving student attendance and further developing the school’s climate. Many parents and members of the wider community express the view that the professionalism and dedication of staff members are strongly valued within the community.

- The school is highly regarded by parents, students and members of the local community.

Links to local businesses and volunteer groups, genuine engagement with the Parents and Citizens’ Association (P&C) and involvement in a range of community events enhance the sense of community and opportunities to nurture the environment for students. Many of these partnerships are long term, and celebrated as part of the culture of the school.

- The tone of the school reflects a school-wide commitment to purposeful and successful learning.

The principal and classroom teachers value the establishment of environments that are supportive of students and value risk-taking and mistakes as natural parts of the learning journey. Students report that they value the positive relationships they have with school staff members. Classrooms are bright, welcoming and well set out to enable the multi-age classes to work in different and flexible ways.

- High levels of trust are apparent in the interactions between staff members, with mutual support for each other evident.

Collegial sharing is commonplace across the school with a range of formal and informal partnerships being established to share resources and professionally support colleagues.

- A whole-school curriculum framework provides a scope and sequence for the teaching of the Australian Curriculum (AC).

The framework adopts and adapts the multi-level units from the Curriculum into the Classroom (C2C) resource and has been collaboratively created by the principal and classroom teachers. The written units of work and associated documents are reviewed by the principal. Systematic processes are yet to be developed to quality assure curriculum units against the achievement standards of the AC ensuring the intended curriculum is enacted in all classrooms across all learning areas.
• There are expectations that the fundamental skills of literacy and numeracy are embedded across all learning areas.

Other cross-curricular skills and attributes such as critical and creative thinking, Information and communication technology (ICT), personal and social capability, ethical behaviour and intercultural understanding are yet to be fully considered in planning processes.

• There is a pedagogical framework in place which is based on the Explicit Instruction (EI) model.

The use of lesson warm-ups, the I do, We do, You do phases for teaching and learning and lesson reviews are common place in teachers’ repertoires of practice. There is a stated intention to implement a range of other high-yield teaching strategies to support student learning. These include peer tutoring, reciprocal teaching, student self-assessment, inquiry learning and goal setting processes. These strategies are less evident in teacher knowledge, understanding and practice.

• Significant resources have been invested in developing the school’s ICT resource base.

The school has Wi-Fi capability and banks of laptops and iPads for use by students to support their classroom learning. The school has identified a need to develop a strategic plan to guide future ICT resourcing and the effective use of digital devices in classrooms to enhance and transform learning.

• The principal and staff members are committed to the success of all students.

Individual learning needs of students are identified through examination of various forms of data. There is a school process for the management of student referrals and determination of the appropriate intervention strategies. This provides a strong foundation for differentiation of learning. Further work is required to ensure the full range of students, including high achieving students and others requiring significant adjustments to their learning are appropriately engaged, challenged and extended in their classroom learning.
2.2 Key improvement strategies

- Review the school’s curriculum framework to ensure the rigour and intent of all learning areas of the AC are enacted at the classroom level.

- Ensure a strong focus is maintained on the development on cross-curricular skills and attributes including ICT and critical and creative thinking.

- Refine the school’s pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

- Develop a strategic plan to guide ICT resourcing and the effective use of digital devices in classrooms to enhance and transform learning.

- Further support classroom teachers for planning and delivery of differentiated learning experiences for high achieving students and others requiring significant adjustments to their learning.