

Bymount East State School

School Review Report



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bymount East State School** from **21 to 22 February 2018**.

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

Stephen Bobby

Internal reviewer, SIU (review chair)

Darren Marsh

Peer reviewer



1.2 School context

Location:	Carnarvon Highway, Bymount
Education region:	Darling Downs South West Region
Year opened:	1945
Year levels:	Prep to Year 6
Enrolment:	3
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1057
Year principal appointed:	2016 (acting)
Full-time equivalent staff:	1
Significant partner schools:	Arcadia Valley State School, Injune State School, Roma State School
Significant community partnerships:	Bymount Community Recreation Association Inc.
Significant school programs:	Cluster focus days, Stephanie Alexander Kitchen Garden (SAKG)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, two classroom teachers, two teacher aides, three parents, cleaner, Parents and Citizens' Association (P&C) representative, administration officer, data analyst, one student and community representative.

Partner schools and other educational providers:

- Principal of Mungallala State School, head of senior school – Roma State College, and Darling Downs South West Regional project officer.

Government and departmental representatives:

- State Member for Warrego and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 2, 2017)	School budget overview
OneSchool	School pedagogical framework
Curriculum planning documents	School Assessment Schedule
School improvement targets	School Opinion Survey
School newsletters and website	Bymount East Reading Framework
Responsible Behaviour Plan	Reading Enquiry Cycle Planner
Band 5 Cluster Data Analysis	Weekly timetable



2. Executive summary

2.1 Key findings

The school presents as an engaging and welcoming environment.

All members of the school community speak highly of the school and its positive reputation in the community. Community members comment that the relationship between the school and the community is critical to the two parties and the relationship is currently as strong as it has ever been.

School staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Positive relationships are highly apparent across the school. The principal devotes time and effort towards building a culture of mutual trust, and fosters positive interactions between all members of the school community, and engages students positively in their learning.

The school utilises the Australian Curriculum (AC) and Curriculum into the Classroom (C2C) resources as the foundation for the school curriculum plan.

C2C units are used for each learning area with C2C assessment tasks and Guides to Making Judgements (GTMJ) utilised by teachers to inform planning and teaching sequences. Teachers are focused on summative assessment tasks within the curriculum planning process and are working towards developing a deeper understanding of the standards of the AC across year levels.

The principal articulates the importance of reliable student data as vital to improvement for student learning.

A wide range of assessment tools is used to monitor student learning with an emphasis on literacy and numeracy. The principal articulates that some of these data collection tools are of greater benefit in identifying starting points for learning. The principal recognises that the amount of data collected, use of this data and its effectiveness to inform teaching practice is an area for ongoing review.

School staff members acknowledge that it is necessary to have a consistent pedagogical approach across the school.

A number of evidence-based programs and teaching practices are identified as key to the enhancement of learning within the school. The documented pedagogical framework is not yet reflective of current classroom practices. The principal is committed to the 'Teach Like a Champion'¹ and Explicit Instruction² (EI) pedagogical approaches that will inform the school's review and update of the pedagogical framework.

¹ Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college*. John Wiley & Sons.

² Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



A range of teaching practices is implemented across the school.

Staff members report that they are predominantly clear regarding the expectations and practices required for the implementation of some of the pedagogical approaches used at the school. The school articulates the use of the EI model to deliver lessons to students. Staff understanding and use of this teaching model is yet to be fully developed.

Student data informs the development of reading goals.

The principal is developing a culture of learning through the development of student reading goals and focused feedback. Reading goals inform the starting point for individualised and focused teaching and learning. Feedback processes to assist students to understand the next learning steps for reading are yet to be fully developed.

The school works to maintain a learning environment that is safe, respectful and inclusive.

Students are positive in their work engagement, manners and personal interactions with staff members, visitors and peers. Learning environments are inviting, artefact rich, well presented and orderly.

Parents speak highly of the school and identify that it is a central hub of the community.

The school recognises the positive impact that partnerships with parents and the wider community have on enhancing community morale, student learning and wellbeing. Parents report that staff members are approachable and proactive in fostering quality learning opportunities for their child as a member of the school community.



2.2 Key improvement strategies

Deepen the understanding of staff members in all elements of the AC including content descriptions, achievements standards, assessment tasks and GTMJs.

Provide opportunities to further develop all staff members' data literacy skills in interpretation, analysis and use of data to monitor the effectiveness and consistency of teaching practice.

Review the pedagogical framework to enable the delivery of a coherent approach to teaching and learning across the school.

Build the capability of staff members to consistently implement the agreed pedagogical framework.

Collaboratively develop a model for setting student learning goals through enhancing feedback processes that enables students to identify next steps for learning.