

Brigalow 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 School and Region Reviews (SRR) at **Brigalow State School** from **25 to 27 October 2022**.

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.

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

1.1 Review team

Leah Mullane

Internal reviewer, SRR (review chair)

Claire Roberts

Peer reviewer



1.2 School context

Indigenous land name:	Barunggam
Location:	Warrego Highway, Brigalow
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	32
Indigenous enrolment percentage:	10 per cent
Students with disability percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	970
Year principal appointed:	2020



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- The principal, four teachers, two teacher aides, Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), facilities officer, cleaner, 20 students and eight parents.

Community and business groups:

- Playgroup parent, Brigalow Recreation Grounds president, Parents and Citizens' Association (P&C) president and P&C treasurer.

Partner schools and other educational providers:

- Kogan State School principal.

Government and departmental representatives:

- Councillor for Western Downs Regional Council, Speech Language Pathologist (SLP), Principal Advisor – Teaching and Learning (PATaL) and ARD.



2. Executive summary

2.1 Key findings

Staff, parents, students and community members describe the positive culture fostered within the school.

The school has a positive tone and ethos. Staff members convey dedication to developing and maintaining the positive culture that supports all students to feel welcome. Staff members describe the importance of positive and caring relationships. Parents express appreciation for the work of teachers in creating an environment that treats students as individuals. Students describe their teachers as caring, kind and helpful and articulate a 'love' for the school.

Staff members outline the positive improvement journey with a focus on the teaching of reading.

A renewed focus on synthetic phonics and early literacy intervention is enacted within classrooms. Teachers utilise student reading data to develop whole-class plans targeted at whole-group and individual needs. Staff members describe the positive improvement in students' reading skills and academic outcomes due to the focus on reading. Parents express appreciation for the strong focus on developing their child's skills in reading.

The staff team is united in their commitment to creating a safe and engaging learning environment that supports all students to improve and succeed.

The principal conveys dedication to ensuring collective ownership over whole-school decisions on the agreed classroom practices. Teachers articulate a sense of trust in the principal in leading school improvement. Teaching and learning practices across classrooms are yet to be consistent. The principal acknowledges the need to build consistency and depth in the school's practices, with a strong focus on the improvement of curriculum, teaching and learning.

The principal highlights the importance of delivering the Australian Curriculum (AC) in a sequenced and engaging manner for all students in all learning areas.

The school has implemented a focus on improving curriculum planning practices and their enactment within the classroom. The principal provides teaching staff with curriculum planning time each term as a teaching team. During this time, teachers unpack the 'know and do' of curriculum units and student Level of Achievement (LOA) data to inform next steps for learning and develop a sequence of delivery aligned to pedagogical strategies. The principal indicates an intention to embed these practices in the ways of working for curriculum.

Teachers express dedication to creating a culture that ensures all students are engaged and challenged in their learning.

The staff team has a range of expertise and are committed to developing engaging learning experiences for students. Practices used include inquiry-based learning, Age-appropriate



pedagogies (AAP), Explicit Instruction (EI) and Gradual Release of Responsibility (GRR). The principal articulates a desire to collaboratively establish clear expectations regarding the whole-school approach to pedagogy and the use of effective evidence-based teaching strategies throughout the school.

Teachers are committed to providing individualised care to create a supportive environment where all students are able to improve.

Teachers articulate that a range of differentiation is applied within the classroom to cater for the full range of students. They describe this as occurring through structural rotation of learning groups, different content for each year level within the class, and adjusted content for students with additional learning needs. The principal acknowledges the need to strengthen staff capability in the intentional planning, documentation and implementation of differentiated practices to cater for the full range of learners within the classroom.

The principal understands the importance of developing opportunities for collaboration with staff members to build collective ownership of school-wide practices.

Staff meetings are held informally throughout the year as the need or opportunity arises. During meetings, staff members discuss operational issues, students' needs and upcoming school events. Teachers articulate that emerging concerns are discussed informally as required. Formal and systematic opportunities for staff meetings and staff collaboration to discuss emerging school priorities and provide regular professional learning are yet to be provided.

The principal emphasises the importance of developing a cohesive teaching team to strengthen practices in teaching and learning.

It is apparent that the teaching team is beginning to work collegially and have supportive and respectful relationships within the school environment. Staff members describe the principal as open and honest, demonstrating care for the staff and school. Staff members describe interactions with colleagues as caring, with some commenting that the staff team is 'like a family'.

The principal is dedicated to building sustained community partnerships to strengthen learning and wellbeing opportunities for students.

A range of community partners work with the school in mutually beneficial arrangements. Staff members treat parents as partners in students' learning. In recent years, the principal has worked on re-engaging the local community in partnerships with the school. Many community members comment on the revitalised focus on community culture.



2.2 Key improvement strategies

Drive the implementation of the Explicit Improvement Agenda (EIA) through an instructional leadership model to build consistency and embeddedness of teaching and learning practice across the school.

Embed curriculum planning practices with consistency in documentation expectations to develop a deep knowledge and understanding of the AC.

Collaboratively develop a whole-school approach to pedagogy, with clear expectations for identifying the agreed evidence-based practices to meet the needs of students and the curriculum.

Strengthen staff capability in the intentional planning, documentation and implementation of differentiated practices for support and extension.

Provide regular and formal opportunities for collaboration and professional learning with staff members within the school, aligned with the EIA.