

# Bulimba 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 Education Improvement Branch (EIB) at **Bulimba State School from 18 to 20 May 2021**.

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 the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Tracy Egan	Peer Reviewer
John Wessel	External reviewer



## 1.2 School context

<b>Location:</b>	Oxford Street, Bulimba	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	799.6	
<b>Indigenous enrolment percentage:</b>	1.2 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3.6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	14 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1135	
<b>Year principal appointed:</b>	1995	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Business Managers (BM), Head of Department – Curriculum (HOD-C), HOD–thinking mentor, Head of Special Education Services (HOSES), guidance officer, 46 teachers, 16 teacher aides, three administration assistants, 112 students, 79 parents, two grounds staff and Community Liaison Officer (CLO).

Community and business groups:

- Parents and Citizens' Association (P&C) president, school council chair, manager Tangalooma EcoMarines and Dr Annette and Geoff Hilton – Practitioner research partners.

Partner schools and other educational providers:

- Substantive principal Balmoral State High School and director of Tugulawa Early Education.

Government and departmental representatives:

- State Member for Bulimba and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2022
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School pedagogical framework	Bee-ing@Bulimba resources
School data plan	Professional development plans
School Opinion Survey 2019	Expectations for Teaching
Bulimba State School Inclusion model	Student Code of Conduct 2021-2023
Bulimba State School Data Framework	Bulimba State School at a glance
Bulimba Whole School Curriculum and Assessment Plan	Student Learning and Wellbeing Framework
School newsletters, website and Facebook page	Headline Indicators (October 2020 release)



## 2. Executive summary

### 2.1 Key findings

**Staff pride themselves on knowing their students and aim to deliver high quality, personalised learning experiences.**

The school's vision of *'active engaged learners, creative and critical thinkers, and ethical global citizens'* underpins a whole-school community committed to ensuring young minds grow into innovative, confident and capable learners. A student-centred approach focused on nurturing and developing the whole child is promoted by school leaders who believe in challenging all students to be courageous, active and informed citizens within and beyond the school gate. The principal places a strong emphasis on sustaining genuine and meaningful partnerships with parents and the wider school community, and places a high value on recognising each student as an individual.

**'Bee-ing@Bulimba' reflects the school's core values of *'Be Responsible, Be Respectful, Be Courageous, Be Compassionate'*.**

These four values are communicated widely across the school community and are well known by students and families. The school's culture is reflective of the responsive, respectful and trusting relationships between all stakeholders across the school community. School leaders express the use of the images of native bees is intentional as the attributes and characteristics of each bee 'in nature' helps students understand and assists them in making connections to what the school seeks to achieve through this initiative. School leaders are committed to embedding clear and consistent whole-school practices that promote positive behaviours and overall student wellbeing.

**The school's Explicit Improvement Agenda (EIA) reflects three key focus areas articulated as literacy, creative and critical thinking, and supportive teaching and learning environment.**

School leaders are united and demonstrate a commitment to whole-school improvement and realising successful learning and wellbeing outcomes for students. Teachers identify with varying degrees of specificity improvements in reading, writing, inquiry, inclusivity and Bee-ing@Bulimba as significant focus areas for whole-school improvement and are able to articulate how these inform their focus in the classroom. Staff and key stakeholders express high levels of belief in the direction of the school and are committed to embedding key aspects of the EIA to achieve the school's vision. School leaders acknowledge the need to clearly define and communicate aspirational improvement targets for student learning outcomes in the next strategic planning cycle to realise the success of the school's core focus.



**The school has recently developed a data framework reflecting the principles of how data use is planned, builds understanding and informs practice.**

Class teachers acknowledge the importance of collecting key literacy and numeracy data to support teaching and learning and monitor student progress. School leaders facilitate data conversations with individual class teachers, discussing how students are progressing in their learning, analysing patterns and trends, and identifying modifications and adjustments required to teaching programs. Some class teachers speak positively of the professional discussions that occur in dedicated data meetings with school leaders, and the support they receive from colleagues within their cohort informally. Some teachers express a desire to further reflect on cohort data and to work more formally with teaching colleagues. School leaders recognise rigorous conversations and reflections regarding student achievement data with teachers play a significant part in monitoring the success of the school's EIA.

**School leaders and teachers articulate the belief that highly effective teaching is fundamental to the improvement of student learning at the school.**

School leaders and teachers are committed to understanding inquiry-based teaching and learning, and reflect this in curriculum planning and daily practice. In inquiry units, the student's role is central in the learning process. Students are encouraged to explore materials, ask questions, research, make connections, and share ideas and actions to answer a 'big question'. A number of staff members have engaged in professional learning with Kath Murdoch<sup>1</sup> to develop an understanding of the model for designing a journey of inquiry. Staff members indicate additional professional learning in inquiry-based teaching and learning would deepen understanding and enhance practices.

**School leaders are committed to supporting all staff towards ongoing professional learning to enhance their teaching practice.**

Teachers indicate a range of opportunities to build capability in relation to practical coaching and feedback models. Teachers new to the school are offered the opportunity to observe a colleague model a lesson using Reading to Learn (R2L) teaching strategies through a Watching Others Work (WOW) approach. Some teachers reference a previous coaching model as a highly valuable school-wide approach to observation and feedback. Some teachers indicate they use informal coaching and mentoring arranged independently with peers to strengthen expertise and knowledge. School leaders acknowledge the need to strengthen current approaches for coaching and feedback across the school.

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<sup>1</sup> Murdoch K. (2019). *Kath Murdoch - Education Consultant. The art of inquiry is here!*  
<https://www.kathmurdoch.com.au/>

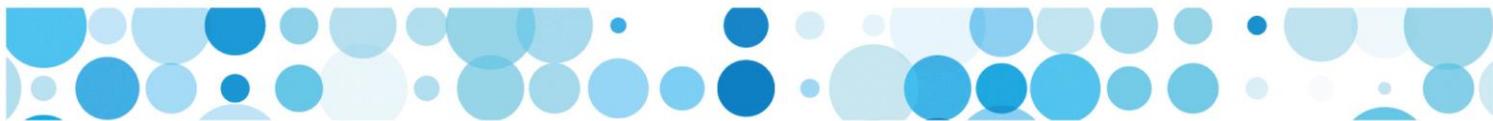


**The school places a high priority on community connections and global citizens as a key to a sustainable future.**

The school's curriculum is enhanced with the Stephanie Alexander Kitchen Garden (SAKG) program promoting academic and non-academic learning, and engages parents and recognised experts in the school community. The school's Italian languages program is enhanced with the partnership of a sister school arrangement promoting international collaboration and mobility. The school has a long-term and highly respected partnership with Tangalooma EcoMarines offering a structured program that provides learning opportunities for students with links to local and global issues. This opportunity aligns to the curriculum and is highly valued by parents and students. The school is committed to making the curriculum locally relevant utilising people, partnerships and resources within the local area.

**The principal holds the belief that authentic partnerships across the school 'open the doorways to community engagement'.**

The school is held in high regard in the local community. Parents express great appreciation for the focus of the school and expectations for their child's learning and wellbeing, and for the unique opportunities and experiences offered. Parents express that the 'country school feel' is a trait that is deeply embedded in the local community and wish to see this preserved. Families new to the school acknowledge the sense of belonging that is actively encouraged by school leaders and staff. A universal expression of gratitude for the support received from school leaders and staff, and recognition for the work of a dedicated Community Liaison Officer (CLO) are apparent.



## 2.2 Key improvement strategies

Sustain a deep focus on embedding the EIA, with clearly understood measures for success and aspirational targets for the learning gains of all students.

Strengthen the precision of achievement data discussions between school leaders, class teachers and teaching teams, to monitor individual student and whole-school improvement.

Ensure all staff develop a deep understanding of the school's agreed pedagogical approaches and practices, providing ongoing professional learning opportunities with a focus on inquiry-based teaching and learning.

Review and strengthen models of coaching, mentoring, observation and feedback, and WOW to enhance teachers' pedagogical practices aligned to key school priorities.