

# Benaraby 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 **Benaraby State School** from **15 to 17 November 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

Scott Medford	Internal reviewer, SRR (review chair)
Bob Cole	External reviewer

## 1.2 School context

<b>Indigenous land name:</b>	Byellee, Gooreng Gooreng, Gurang and Taribelang Bunda
<b>Location:</b>	O'Connor Road, Benaraby
<b>Education region:</b>	Central Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	121
<b>Indigenous enrolment percentage:</b>	10.7 per cent
<b>Students with disability percentage:</b>	27.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	980
<b>Year principal appointed:</b>	2022 – acting



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Special Education Services (HOSSES), Business Manager (BM), six teachers, five teacher aides, 52 students and 18 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Principal of Mount Larcom State School and principal of Miriam Vale State School.

Government and departmental representatives:

- Federal Member for Flynn, State Member for Gladstone and ARD.



## 2. Executive summary

### 2.1 Key findings

#### **Members of the school community speak proudly of their small school.**

Many parents express appreciation for the caring nature of teaching and support staff in catering for the diverse needs of the student body. Positive and caring relationships are apparent throughout the school community. Parents speak of their constructive interactions with many staff members. Many parents comment positively on the relationship between home and school and the opportunities provided to be genuine partners in their child's learning.

#### **The principal and staff are committed to an inclusive culture to maximise engagement and learning for all students.**

Staff members articulate a strong belief that, with appropriate support, successful learning can be achieved for every student. Individual learning and wellbeing needs of all students are prioritised by staff. Parents express confidence in teachers and teacher aides, and speak highly of the quality of care provided for their child. The diversity that exists within the student group is celebrated by staff and parents.

#### **A collective belief in the school motto, '*Do our best*', is shared by staff.**

The school motto is recognised by staff as a commitment to their work as educators and a mantra for students. The principal recognises an opportunity to build teamwork and leadership density across the school, and for staff to enhance their effectiveness through further intentional collaboration. Teachers and teacher aides strongly support the view that a collaborative approach is required to encourage ownership of agreed programs and practices, and for consistency in their ongoing implementation. Many staff identify a need to collaboratively review the whole-school vision, shared staff understanding, commitment and ownership in enacting the school's strategic priorities. They express a desire for clear roles, responsibilities and accountabilities for all staff members to ensure clarity and understanding across the school.

#### **The principal recognises the many and varied skills and talents within the teaching and support staff.**

Staff members agree that students learn best when the school's teaching team is unified and consistent approaches are used across classrooms. They acknowledge a need to establish and maintain collaborative systems to provide consistency of teaching and management approaches throughout the school. A clear commitment by the principal is apparent, to draw a talented and enthusiastic cohort of teachers and support staff into a focused and effective teaching team. There is broad agreement that collaboration and consistency should be prioritised.





**Teachers express an interest in enhancing their learning in how to analyse and evaluate data to make informed decisions for the ‘whole child’.**

Many teachers convey a desire to further develop their data literacy capabilities in relation to social and emotional behaviours and academic data. The principal acknowledges a need to engage in intentional data discussions, and develop and implement an agreed method of data inquiry, with actions and a monitoring process, to ascertain whether the plan has had an impact on the students’ learning.

**Teachers emphasise the importance of developing engaging learning opportunities to ensure all students access their entitled curriculum.**

The principal describes how the school has sought opportunities to broaden their collaborative curriculum processes to build consistency and confidence in teacher planning and moderation. Many teachers acknowledge that this collaborative approach at the school and cluster level has provided time to reflect on how and what worked well in their teaching of each unit. Teachers and the principal express a desire to establish regular, scheduled release time to discuss and plan a locally relevant curriculum and assessments that value student data, knowledge and skills.

**Teaching staff express a desire to maximise the effectiveness of their efforts through building and maintaining a unified professional teaching team.**

Building the performance of the teaching team through strategies, such as observation and feedback cycles is a shared desire. With mentoring and profiling skills already apparent amongst the teaching group, the principal is eager to utilise these key staff members to help embed collegial engagement practices to provide consistency in teaching and learning throughout the school. Teacher aides indicate they are treated as valued professional partners in teaching and learning. Feedback from teachers strongly supports this belief.

**Teaching staff express satisfaction with access to physical and financial resources to support their classroom programs.**

The school budget is aligned to school and system priorities. Staff are deployed in ways to best address the learning needs of all students and make best use of available staff expertise. The principal recognises the need to be strategic in reviewing the effectiveness and impact of all human, financial, and facility resource allocations to ensure they are delivering maximum benefits for student learning and wellbeing.

**Teachers and teacher aides possess a broad range of skills, talents and interests.**

A number of highly experienced teachers support their colleagues in a variety of ways. Staff with relevant experience from other schools are encouraged to share their expertise. Beyond their regular classroom and learning support roles, teacher aides lead or manage programs or processes throughout the school. Staff communicate these roles are greatly appreciated in supporting the needs of the school.



## 2.2 Key improvement strategies

Collaboratively develop a whole-school vision, shared staff understanding, commitment and ownership in enacting strategic priorities with clear roles, responsibilities and accountabilities of all staff.

Establish and maintain collaborative systems to provide consistency of teaching and management approaches throughout the school.

Strengthen data literacy of all staff, supported through an agreed method of engaging in scheduled collaborative data conversations to inform teaching practice and whole-school improvement agendas.

Provide a program for regular, scheduled release time for teachers to discuss and plan a locally relevant curriculum and assessments, valuing student data and existing knowledge and skills.

Harness whole-staff expertise to implement collegial engagement practices designed to embed agreed pedagogical practices.