1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at Begonia State School from 30 to 31 August 2016.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>St George-Mitchell Road, Begonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs South West Region</td>
</tr>
<tr>
<td>Year opened:</td>
<td>1976</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Enrolment:</td>
<td>14</td>
</tr>
<tr>
<td>Indigenous enrolment percentage:</td>
<td>nil</td>
</tr>
<tr>
<td>Students with disability enrolment percentage:</td>
<td>14 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1011</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>April 2016 (acting)</td>
</tr>
<tr>
<td>Full-time equivalent staff:</td>
<td>1.41</td>
</tr>
<tr>
<td>Significant partner schools:</td>
<td>St George State School, Dunkeld State School, St George State High School, St Patricks Catholic School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Begonia Sports Club</td>
</tr>
<tr>
<td>Significant school programs:</td>
<td>Reading eggs, online Japanese lessons</td>
</tr>
</tbody>
</table>
1.2 Review team

Alan Whitfield  
Internal reviewer, SIU (review chair)

Greg Grant  
Peer reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Three teachers and four part-time teacher aides, part-time administration officer, cleaner, part-time facilities officer, five parents and 10 students

Partner schools and other educational providers:

- Principal St George State High School – Mr Doug Watson and Principal Dirranbandi P-10 State School – Mrs Andrea Killen

Government and departmental representatives:

- Adam Myers, ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016  
Explicit Improvement Agenda 2016

Investing for Success 2016  
Strategic Plan 2013-2016

Headline Indicators (Semester 2, 2016)  
School Data Profile (Semester 2, 2016)

OneSchool  
School budget overview

Professional learning plan 2016  
Curriculum, assessment and reporting framework

School improvement targets  
Curriculum planning documents

School pedagogical framework  
Professional development plans

School diagnostic data plan  
School newsletters and website

Responsible Behaviour Plan  
School Opinion Survey

Semester report cards
2. Executive summary

2.1 Key findings

There is a documented Explicit Improvement Agenda (EIA) 2016 which describes a narrow and focused improvement agenda.

This agenda is focused on a whole-school approach to improved performance in student writing through daily instruction in spelling, handwriting, phonemic awareness, vocabulary enrichment and effective strategies to engage young writers. Staff members and parents are aware of the EIA to enhance writing performance.

A strategic approach to the monitoring of targets and ensuring that programs are systematically evaluated for effectiveness in improving student outcomes is yet to be fully developed.

An analysis of school data and school programs has informed the development of the school priorities in the Annual Implementation Plan (AIP). The regular review of this strategic planning document to ascertain the degree of development and completion of priorities is yet to emerge as a systematic process.

Staff meetings are used to discuss and analyse student achievement in National Assessment Program – Literacy and Numeracy (NAPLAN) and diagnostic assessment.

The interpretation and use of data to inform changes in teaching practices is emerging as an area for further development. Professional Development (PD) on data literacy has been accessed and is an area acknowledged for continued refinement.

It is acknowledged that coaching and feedback have important roles in improving the quality of teaching and learning in the school.

Plans for the introduction of coaching and mentoring are outlined in the AIP. These plans are yet to be developed and actioned.

A formal induction and mentoring program to support new staff is yet to be developed and implemented.

Staff members indicate that the school induction processes generally focus on mandated systemic requirements and indicate that a broader and more comprehensive process would provide clear direction for work roles.

Parents speak of the benefits of students learning in small school, multi-age classes and accept responsibility for providing learning experiences not locally available to students.

A sense of community is apparent in the behaviours of students, parents, staff and community members. Parents are recognised as integral members of the school community and are encouraged to take an active role in student learning. A multi-year plan that vertically aligns the curriculum, linking content and resources and outlining when Australian Curriculum (AC) elements are to be delivered, is yet to be developed.
2.2 Key improvement strategies

Develop and implement a systematic approach to the monitoring of improvement targets and ensure programs are evaluated for effectiveness.

Build teacher capabilities to effectively analyse data to inform teaching practices and to make regular adjustments to daily teaching programs.

Develop and implement a cohesive and proactive whole-school approach to classroom coaching and feedback.

Develop and implement a staff induction program to support all staff members, particularly early career teachers and staff members new to the school.

Develop an ongoing multi-year curriculum plan that vertically aligns learning, links content and resources, and details what and when C2C and AC elements are delivered.