

Begonia State School

School-led review executive summary

Schools are identified to participate in a school-led review following extensive data and context conversations. As part of the school-led review process, schools undertake activities to evaluate the current state of their students' learning and wellbeing. This evaluation is then validated by School and Region Reviews through community consultation.

Acknowledgement of Country

The staff and students of Begonia State School would like to acknowledge the Gunggari mandana (people) who are the Traditional Owners of this dhandi (land) along the Maranoa Baru (river). We would like to pay our respects to the Elders of the past, the present and the future.

About the school

Education region	Darling Downs South West Region
Year levels	Kindergarten to Year 6
Enrolment	9
Indigenous enrolments	11%
Students with disability	11%
Index of Community Socio-Educational Advantage (ICSEA) value	967

About the review

 2 reviewers on 13 August 2024	 7 school staff	 9 students
 5 parents and carers	 3 community members	 16 interviews

Key improvement strategies

Key improvement strategies are listed in order of priority. This is informed by the school-led evaluation and School and Region Review validation.

Domain 6 – Leading systematic curriculum delivery
Strengthen, with system support, the school's Three Levels of Planning to support alignment of the curriculum, teaching, assessment and reporting with system expectations and across the cluster.

Domain 2 – Analysing and discussing data
Further refine and communicate parent-teacher interview and student-led conference processes to ensure parents are aware of their child's progress, learning strengths and opportunities for development.

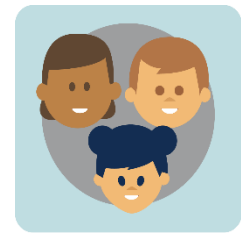
Domain 1 – Driving an explicit improvement agenda
Develop and enact school-wide strategic documents that integrate quality improvement strategies for Kindergarten aligned to the National Quality Standard.

Key affirmations



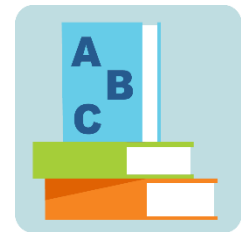
The school is warm, welcoming and supportive, and is the hub of the local community.

Staff, students, parents and community members refer to the school's warm, welcoming nature and the everyone's willingness to embrace new members to the school community. The school has embraced embedding perspectives and language of the Gunggari people into many aspects of school life. Staff members refer to leaders' focus on developing their individual capability, supporting work-life balance, and providing the best possible educational outcomes for every student. They praise the staff wellbeing program.



The individual needs of every learner drive the support that is provided.

The teaching and student support team prioritises meeting the individual social, emotional and learning needs of every student. Staff use a range of data sources to inform specific adjustments, interventions and extension opportunities to support student learning. Parents and students praise the introduction of a learning support program that has allowed for additional, regular, targeted support on an individual basis. The school is targeted in its use of resources to ensure maximum outcomes for all students. This includes digital learning opportunities, with students provided access to individual laptops and iPads. Students highlight the individual support they receive from teachers and teacher aides, and describe how this assists them in their learning.



Improving reading is the main focus for students, staff and parents.

The Explicit Improvement Agenda (EIA) of developing the reading skills of students across Kindergarten to Year 6 is espoused by all staff, parents and students. Each student sets and knows their individual reading goal. Reading goals are co-developed with teachers based on performance in a range of diagnostic reading assessments. Some parents refer to the increasing confidence their child has in reading as a direct result of the support received in class. Reading at Home sessions have been useful in supporting parents to assist their child's reading outside of school hours.



Parents and community members actively engage in school life.

The school brings people together and provides a meeting place for many events, supported by the Begonia Sports Club and external stakeholders. A playgroup, facilitated by the Remote Area Families Service and supported by school staff and community members, provides an opportunity for families and children to engage in early learning, and it supports transitions to Kindergarten and school. There is a strong collegial culture among cluster schools, with annual events to promote a culture of learning. These include Small Schools Swim Camp, National Aborigines and Islanders Day Observance Committee Day and Under 8's Day. The Parents and Citizens' Association actively supports school programs and facilities through the coordination of fundraising.



Leaders convey a relentless commitment to improving the skills and knowledge of all staff.

Teaching staff actively engage in Professional Development (PD) opportunities to build capability in the areas of reading, pedagogy and the Australian Curriculum Version 9. Teachers and teacher aides are active participants in regional Early Years PD, including State Delivered Kindergarten (SDK) workshops and Queensland kindergarten learning guideline seminars. Teachers and teacher aides also seek work shadowing opportunities with local SDK programs. Teacher aides express they feel empowered to identify and engage in PD opportunities aligned to the EIA of reading. Peer-to-peer informal coaching and sharing of effective teaching strategies is an established practice. Leaders support staff in completing Certificate training aligned to school priorities when courses are available.