

## External validation - Executive Summary 2019

School: Burraneer Bay Public School

Principal: [REDACTED]

School Code: 4259

Director, Educational Leadership: [REDACTED]

On 11 June 2019 our school will have the opportunity to discuss our judgements about our school's practice and the evidence that underpins them. In preparation for this meeting, the required body of evidence has been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

We are leaders in learning. Our vision is that a culture of distributed leadership exists promoting effective teaching practices and ongoing improvement for learning. Burraneer Bay Public School is a large school of approximately 600 students located in the Sutherland Shire. It has a welcoming and friendly community with a dedicated and caring staff. The school is committed to providing a quality learning environment where all students are encouraged to achieve their personal best.

The process undertaken has provided the school with an opportunity to collaborate through in depth discussions based on an analysis of information collected to determine what the strengths of the school are, as well as future directions. The school uses its self-assessment practices from the School Plan milestones to determine the priorities of the school. This information guides the priorities of funding resources based on where the school needs to go next. Community consultation occurred through P&C forums, as well as newsletters. This systemic process occurs at the school on an ongoing basis. The school combined some of the projects in order to streamline the evidence sets to ensure that each of the elements had been addressed. As all of the projects could be used across many elements of the SEF, decisions were made as to which evidence sets would be allocated to focus on particular judgement areas. Teachers met regularly to discuss evidence of the school's practice in order to guide a judgement in each of the elements of the School Excellence Framework. The Evidence Guide for School Excellence has been a practical tool for the school to refer to as a scaffold to work through. This has assisted the process of embedding a culture of continuous self-reflection at the school. Embedded into the school's Professional Learning Agenda is the opportunity for teams leading various initiatives of the School Plan to meet on a regular basis in order to reflect on the following questions: What did we do?, How well did we do it? and What happened as a result? At the end of the year, team leaders have been responsible for developing mini evidence sets highlighting the impact that the initiative has had in collaboration with their team members. This has developed leadership skills for team leaders, as well as a sense of as a school are all improving together. Every year, teams examine the evidence that they have collated in order to make judgements against the School Excellence Framework. This allows collective responsibility and capacity building amongst the staff in being aware of how to make our great school, even greater.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Burraneer Bay Public School continues to further develop learning outcomes for its students by delivering quality learning programs across the curriculum to create successful lifelong learners.

In the element of Curriculum, a judgement was not easily agreed upon. Through deeper reflection of the evidence, it was clear that the school's curriculum provision supported high expectations however more involvement from parents in supporting the learning of all students in the element of differentiation could be strengthened.

This was the same for the element of Assessment where the school could identify as excelling for summative assessment and whole school monitoring of student learning but would like to have more evidence of formative assessment practices across all key learning areas and not just English and mathematics. In regards to student engagement, staff at the school would like to see students more involved in evaluating their goals and have identified this as one of the school's future directions. Our analysis demonstrates that the school overall in this area is sustaining and growing through the delivery of a deeply embedded K-6 Values system, transition and student leadership initiatives, quality literacy and numeracy programs, differentiation and formative assessment.

## **Teaching**

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Burraneer Bay Public School has been successful in its focus to develop the knowledge, skills and innovative practices of teachers to implement formative assessment practices, individualised student programs and future focused learners.

It was clear for both elements of effective classroom practice and data skills and use, that the school was performing at sustaining and growing. In the theme of coaching and mentoring for the Learning and Development element, there was some discussion on whether the school was sustaining and growing or excelling. Although there are no current accredited Highly Accomplished or Lead teachers at the school, it was decided that the school would be excelling as there was sufficient evidence to indicate that there was both whole school and inter-school relationships providing mentoring and coaching support. In the elements of professional standards and learning and development, the school was performing at excelling. There is a strong culture of collaborative practice and feedback at the school and this has been complemented through the school's resource of an Instructional Leader and a support network for early career teachers through the SNAP alliance, which bases its program on specific teachers' need.

The analysis indicates that the school is at sustaining and growing. This has been achieved through the Building Blocks for Numeracy course which all staff completed with a follow up of accountability from the Instructional Leader to demonstrate, observe and provide feedback to teachers based on teaching numeracy strategies, reading programs and formative assessment practices resulting in effective classroom practices integrated into teaching at the school.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

Burraneer Bay Public School continues to enhance staff engagement in a whole school approach to develop positive communication that encourages community engagement, collaborative partnerships and respectful relationships across the school community. We have strengthened in this area by our weekly newsletters and social media forums, parent meetings, improved signage, as well as various initiatives such as online bookings.

The school is proud of how it has built leadership capacity by demonstrating innovative and quality leadership practices. On reflection through this process, it became evident that the school has connected with several community agencies in order to build staff and student leadership skills to enrich student learning experiences. In the element of Leading, the school excels across all themes. The leadership team maintains a focus on distributed leadership to sustain a culture of evidence informed practices. The distribution of research papers based on evidence based strategies are issued to all teaching staff who are then required to reflect on this research during grade meetings. Involvement in the 3 Rivers for Learning initiative, resulted in the school leading innovation for inspired learning through a deep inquiry process of reflection of what works best in schools. The school has an excellent reputation and has received a Director's Award for Excellence in Leadership. Embedded into the professional learning sessions, the school systemically and regularly monitors the impact of milestones highlighted in the school plan. Financial planning is integrated addressing school priorities and milestones are formed in response to feedback provided. In the element of school resources, the leadership team needs to analyse more data to evaluate the effectiveness of management processes. These areas will be further explored as future directions for the school.