Background:
Burpengary SS is located in the Moreton Bay Shire Council area just south of Caboolture. The school was established in 1876, and today is one of the larger state primary schools in Queensland, with an enrolment approximately 1000 children. The school is an accredited International School, accepting fee-paying students. The school offers quality programs in the arts, instrumental music and choral performance. A life skills program is also offered and includes a kitchen garden, cookery, bike and small motor construction.

Commendations:
- Staff members’ acceptance and participation in the necessary change process to implement the Australian Curriculum is creating a school wide commitment to the successful implementation.
- The school has implemented a data plan to enable the identification of student needs and to track student progress. In particular, reading data is beginning to provide teachers with important information to the shape the teaching and learning reading program.
- Staff members have demonstrated significant commitment to engage in the wide range of professional development offered by the school.
- Attention is paid to strengths and weaknesses in the school wide team, with strategies in place, in conjunction with Regional Office, to recruit staff members with particular expertise, to train staff members to address particular needs, and to support staff members that find it difficult to commit to the school’s improvement agenda.

Affirmations:
- Numerous staff members have identified that there is a clear sense of direction that is being collaboratively developed. They feel well supported by the administration team.
- The school has commenced the implementation of The Art and Science of Teaching (ASOT) as a pedagogical framework that will provide staff members with a clear understanding of the preferred Burpengary practice and will ensure alignment of practice across the school.
- The school has identified a need and is working towards a strategic implementation of ICTs.
- There are some outstanding examples of differentiated practice occurring in some classrooms.
- The life skills program that is connected to the core learning areas of the school is respected by parents, students and staff members.
- The Special Education Program (SEP) has commenced with an effective and consultative process with staff members and parents. Teachers feel supported in catering for the needs of their students.
- The Developing Performance Framework provides staff members with clear direction to strategically develop skills that are supported through coaching and mentoring.
- Classroom practices were observed where the culture reflected meaningful, purposeful and challenging learning for all students in their classrooms.

Recommendations:
- Implement the ASOT pedagogical framework. Support this with professional development and formal mentoring and coaching which are characterised by observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Continue to implement differentiation practices so that they are a feature of every teacher’s classroom practices characterised by the regular use of data to determine strength and weaknesses of individual students.
- Continue to promote a culture of high expectations of students’ achievements. Embed benchmarks into key learning areas that indicate expected achievement for all students, including students achieving in the upper two bands.
- Refine school planning documents and include targets and timelines.