Biloela State School

Executive Summary

**School
Improvement
Unit**

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Biloela State School** from **24** to **26 July 2017**.

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

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Jenny Hart	Internal reviewer
Paul Herschell	External reviewer

1.2 School context

Location:	Rainbow Street, Biloela
Education region:	Central Queensland Region
Year opened:	1925
Year levels:	Prep to Year 6
Enrolment:	368
Indigenous enrolment percentage:	18.5 per cent
Students with disability enrolment percentage:	6.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	939
Year principal appointed:	2011 (substantive) 2017 (acting)
Full-time equivalent staff:	20.1
Significant partner schools:	Biloela State High School, Callide School Cluster
Significant community partnerships:	Community Resource Centre (CRC), Lifestyle Therapies and Training Solutions, Autism Queensland, Biloela Indigenous Advisory Group (BIAG), National Aborigines and Islanders Day Observance Committee (NAIDOC) committee, CQ RAICCHO (Central Queensland Regional Aboriginal and Islander Community Controlled Health Organisation), Early Childhood Teachers Association (ECTA), Anglicare, Uniting Care, Emergency Services, Local Kindergartens and Childcare facilities, Biloela Hospital and Community Health
Significant school programs:	Chaplaincy, NAIDOC program, Recycling program, Indigenous Homework Club, Music, Speech and Drama Eisteddfod, Callide Valley Show entries, Port Curtis Sport Events, Year 6 Leadership Camp, Under 8's day, Callide Dawson Speaking Competition

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Deputy Principal, Head of Special Education Services (HOSES), three part-time Support Teacher Literacy and Numeracy (STLaN) teachers, Special Education teacher, Guidance Officer, two Administration Officers, English as an Additional Language or Dialect (EAL/D) teacher, Early Childhood Development Program (ECDP) teacher, 15 teachers, two specialist teachers, nine teacher aides, Parents and Citizens' Association (P&C) president and secretary, tuckshop convenor, 17 parents, eight student leaders, 18 students, facilities officer, two cleaners and chaplain.

Community and business groups:

- Representative of BIAG.

Partner schools and other educational providers:

- Principal Biloela State High School.

Government and departmental representatives:

- Senior Program Advisor CRC Banana Shire Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Curriculum and assessment plan	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning schedule 2017	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan
School pedagogical framework	School newsletters and website
Headline Indicators (Semester 1, 2017 release)	School Opinion Survey

2. Executive summary

2.1 Key findings

There is a strong sense of pride in the school demonstrated by all members of the school community.

The school community demonstrates a commitment to the importance of positive and caring relationships. Staff members speak highly about knowing and caring for their students. The school community works hard to build mutually respectful relationships between colleagues, students and families.

School leaders recognise the need to build a school-wide team of highly capable teachers.

Teachers are actively engaging in the mathematics improvement agenda. Teaching staff members are supportive of the school's focus on problem solving in mathematics and are building strong capabilities in that area. This work is valued and the learning is being used to develop teaching practice in other curriculum areas.

Teaching staff at the school are familiar with and work within the school's curriculum expectations.

The school has a documented curriculum and assessment plan that provides a broad guide to support curriculum planning. Curriculum and unit plans vary across the school. A comprehensive detailed whole-school curriculum plan is yet to be developed.

The implementation of the school's improvement agenda in mathematics resulted in the introduction of a consistent approach to the planning of mathematics.

Teachers are supportive of this approach to curriculum planning and many are considering introducing this process to other curriculum areas. Quality Assurance (QA) processes to ensure the coverage of the whole Australian Curriculum (AC) are yet to be developed.

The school is committed to addressing the educational needs of all students.

Inclusive practices vary across the school. Some educational support for students with disability is delivered through a withdrawal model. Decision-making processes to support the range of educational provision for students with disability within the school are yet to be documented.

The school has established a model of shared leadership to implement school programs and operations.

Roles are documented in a roles and responsibility statement. Some staff members report the need for clarification regarding the individual roles and responsibilities of the leadership team. A review of the roles and responsibilities of school leaders to ensure detailed strategic priorities aligned with the improvement agenda, key accountabilities and implementation timelines is yet to be undertaken.

The leadership team articulates the importance of reliable and timely student data as essential to improvement for student learning.

Teachers express varying degrees of confidence and expertise in analysing data and responding to student achievement data. Teachers informally discuss student achievement data. In-depth discussions regarding teaching practices, trend data or tracking data over time are less apparent.

The school enjoys a positive reputation in the community and many informal and formal partnerships are established that enhance student learning and wellbeing.

School leaders and staff members actively seek ways to enhance student learning and wellbeing by partnering with parents, families, local businesses and community organisations. These partnerships have become a valued part of the school community and provide important resources to enhance student learning.

2.2 Key improvement strategies

Develop a comprehensive whole-school curriculum plan to ensure that agreed AC content descriptions are taught and all students are provided with opportunities to demonstrate the AC achievement standards.

Establish a systematic QA process to support teachers to consistently implement the curriculum plan.

Collaboratively develop and document a school-wide inclusive education policy in line with departmental expectations regarding the provision of curriculum and educational programs for students with disability.

Review the statement of roles and responsibilities to include clear expectations, accountabilities, key actions and implementation timelines for all staff members and ensure that these are effectively communicated to, and understood by all staff members.

Collaboratively develop and implement a practice of regularly discussing student achievement data through formal conversations with teachers.