

Biloela State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Biloela State School** from **17 to 19 August 2021**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

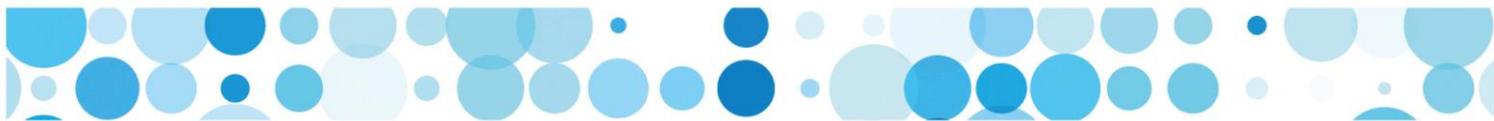
1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Rowena Price	Peer reviewer
Robert Cole	External reviewer



1.2 School context

Location:	Rainbow Street, Biloela	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6 with Early Childhood Development Program (ECDP)	
Enrolment:	363	
Indigenous enrolment percentage:	20.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	24.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	933	
Year principal appointed:	2011	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Business Manager (BM), 22 teachers, chaplain, guidance officer, three cleaners, schools officer, nine teacher aides, 26 parents and 91 students.

Community and business groups:

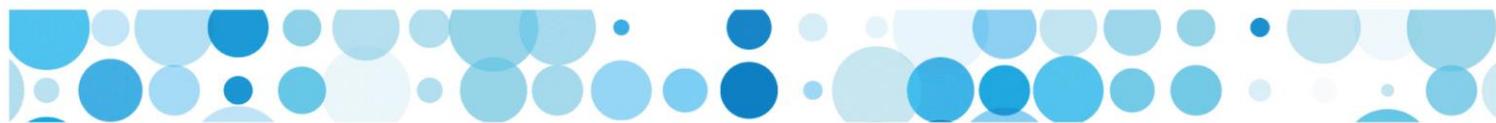
- Parents and Citizens' Association (P&C) president, Centre for Rural and Regional Indigenous Health (CRRIH) manager, Community Resource Centre (CRC) manager and Banana Shire Support Centre manager.

Partner schools and other educational providers:

- Biloela State High School principal, Thangool State School principal and Biloela Community Kindergarten director.

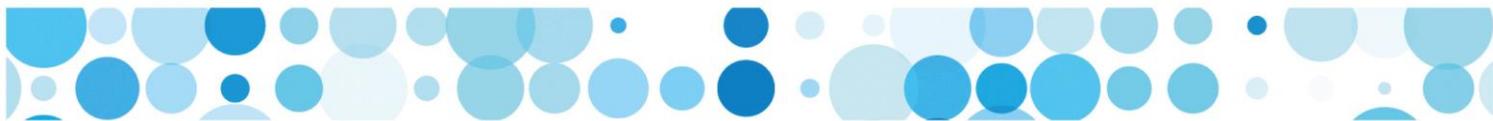
Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	Beginning Teacher Mentoring Program
School budget overview	School Online Reporting Dashboard (SORD)
OneSchool	2020 Headline Indicators (April 2021 release)
School pedagogical framework	School newsletters, website, Facebook
Collegial Engagement Framework	Parent & Community Engagement Framework
Student Code of Conduct 2020-2023	Visible Learning Evidence into Action Plan 2021
School Data Profile (Semester 2 2020 and Semester 1 2021)	P-6 Curriculum, Assessment and Reporting Framework – Navigation Blueprint
Biloela State School Whole School Approach to Differentiated Teaching and Learning – documentation	Biloela State School Whole School Approach to Differentiated Teaching and Learning – ICPs Roles, Responsibilities and Timelines
Biloela State School Whole School Approach to Differentiated Teaching and Learning – EAL/D School Procedures, Roles & Responsibilities	Biloela State School Whole School Approach to Differentiated Teaching and Learning – Educational Access Committee Purpose, Roles & Responsibilities
Biloela State School Whole School Approach to Differentiated Teaching and Learning (flowchart)	Biloela State School Whole School Approach to Differentiated Teaching and Learning – Speech Language Support Procedures and Programs
Moderation Processes, Moderation Calibration Model, and Moderation Conferencing Model.	Sample Individual Curriculum Plans (ICP) Sample Personalised Learning Plans (PLP)
Every Student with Disability Succeeding – school data reflection (April 2021)	



2. Executive summary

2.1 Key findings

The leadership team has set a whole-school improvement agenda aimed at strengthening students' understanding, confidence and ownership of their learning.

The school has created a program devoted to building students' confidence as lifelong learners. The key learning attributes of 'curiosity, motivation, persistent and resilient' are fostered through a range of innovative activities including booster lessons and weekly awards. Students speak enthusiastically about the four superhero characters aligned to these key learning attributes and explain how they assist them to be better learners.

The school is committed to supporting the social, cultural, academic and wellbeing needs of every student.

All staff members express a strong commitment to making every student feel welcome and to building their belief in themselves as learners. Students articulate that every teacher cares about them and supports them to understand their work in class. Parents describe the commitment of teachers in working with their child to ensure curriculum access and enjoyment of learning.

The leadership team places a strong focus on developing consistency of curriculum planning.

The school has created a whole-school plan for the delivery of curriculum in the form of a hyperlinked SharePoint document entitled P-6 Curriculum, Assessment and Reporting Framework (CARF) – Navigation Blueprint. This dynamic and regularly updated document provides teachers with information on the three levels of planning, the signature pedagogical framework, differentiated teaching expectations, moderation processes, and reporting processes. Teachers express appreciation for the comprehensiveness of this document and ease of access to support the planning of their teaching.

The school's 'visible learning' priority aims to make learning visible in the classroom for teachers and to develop independent and successful lifelong learners.

Most teachers indicate a willingness to engage with the agenda and are developing their capability to utilise learning walls within their teaching practice to build student ownership of their learning. Some staff members express the need to develop a clearer understanding of the desired outcomes of the improvement agenda, specifically in relation to visible learning, the steps to success, and their explicit accountabilities within the plan.

Staff members express a belief that the success of school improvement strategies needs to be measured in terms of their impact on student learning.

The 2021 Annual Implementation Plan (AIP) is underpinned by end of Term 2 and end-of-year targets including Level of Achievement (LOA) and student attendance targets. Leaders indicate that data discussions during staff meetings reflect on whole-school progress towards student achievement targets. Teachers identify that predictive data for English and



mathematics is collated, shared with leaders and analysed to measure progress and identify areas of need across the school. Leaders acknowledge a need for systematic analysis of the effectiveness of improvement strategies to lift LOA, engagement in learning and attendance rates for all students.

The school prioritises the enactment of the Australian Curriculum (AC) through comprehensive whole-school curriculum planning processes.

Teachers are provided with collaborative curriculum planning time facilitated by the deputy principal. Teachers express appreciation for the work of curriculum leaders in developing detailed units of work. They acknowledge the deputy principal is working to achieve increased clarity regarding school curriculum expectations. Some teachers express the desire to build understanding of the vertical alignment of the AC, and enhance capability and confidence to plan units of work that are meaningful and relevant for the full range of students.

Leaders are working with teachers to build whole-school curriculum processes that ensure curriculum delivery is effective and sustainable.

Teachers indicate that leaders discuss curriculum planning and monitor student achievement through predictive and end-of-semester achievement levels. Leaders work with teachers to develop and align assessments and to facilitate moderation processes. School leaders express a desire to further develop Quality Assurance (QA) processes to ensure consistency and alignment between the planned and enacted curriculum.

School leaders acknowledge the ongoing growth of their skills and expertise is crucial to the successful implementation of the improvement agenda.

Leaders and aspirant leaders identify that they have attended professional learning opportunities aligned to school priorities and express a desire to build leadership skills to enhance the implementation of the improvement agenda. Aspiring leaders articulate a desire for support from the leadership team to build their confidence as instructional leaders. The school plan for capability development is yet to include a focus on developing instructional leaders.

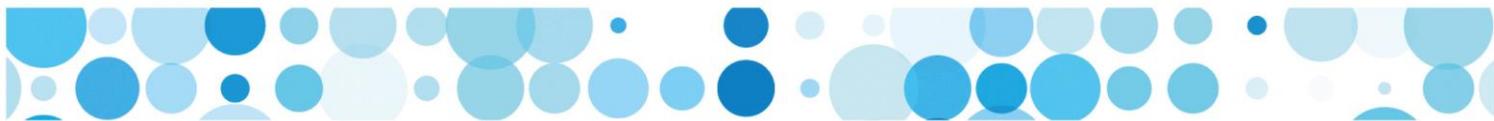
School staff are a dedicated, hard-working and cohesive team with a shared commitment to achieving the best outcomes for students.

Staff members are committed to ongoing school improvement and their professional growth. Parents articulate appreciation for the high degree of professionalism demonstrated by staff members on a daily basis. Teachers and teacher aides indicate high levels of appreciation for the ongoing support offered by all school leaders. Many teachers speak of being provided opportunities to collaborate with year level teaching colleagues to plan and implement learning activities and motivational events for students. Parents comment favourably on the availability and commitment of teachers and other school staff in assisting them to support their child's learning.



Many significant partnerships exist between the school and various community members and groups, local businesses and educational clusters.

Staff members, students and parents speak proudly of a community-focused school where *'Individuals are valued'* and encouraged to *'Aim high'*. Parents and community members articulate the school and its staff enjoy a strong and positive reputation within the local community. Parents and families are considered integral partners in the life of the school. School leaders foster partnerships with key cultural groups and agencies to support the full engagement of all students and families in the life of the school.



2.2 Key improvement strategies

Collaboratively refine the whole-school approach to visible learning to achieve a shared vision, clear steps towards success, and explicit accountabilities for all staff members that are systematically monitored and supported by professional learning.

Systematically measure the impact of improvement strategies to lift LOAs, engagement in learning and attendance rates for all students.

Strengthen teachers' understanding of the intent and vertical alignment of the AC and capability to plan teaching sequences that provide access for all students.

Enhance QA practices to ensure that the planned curriculum is enacted with fidelity and is having the desired impact for every student.

Develop and implement strategies that promote instructional leadership of current and aspiring leaders.