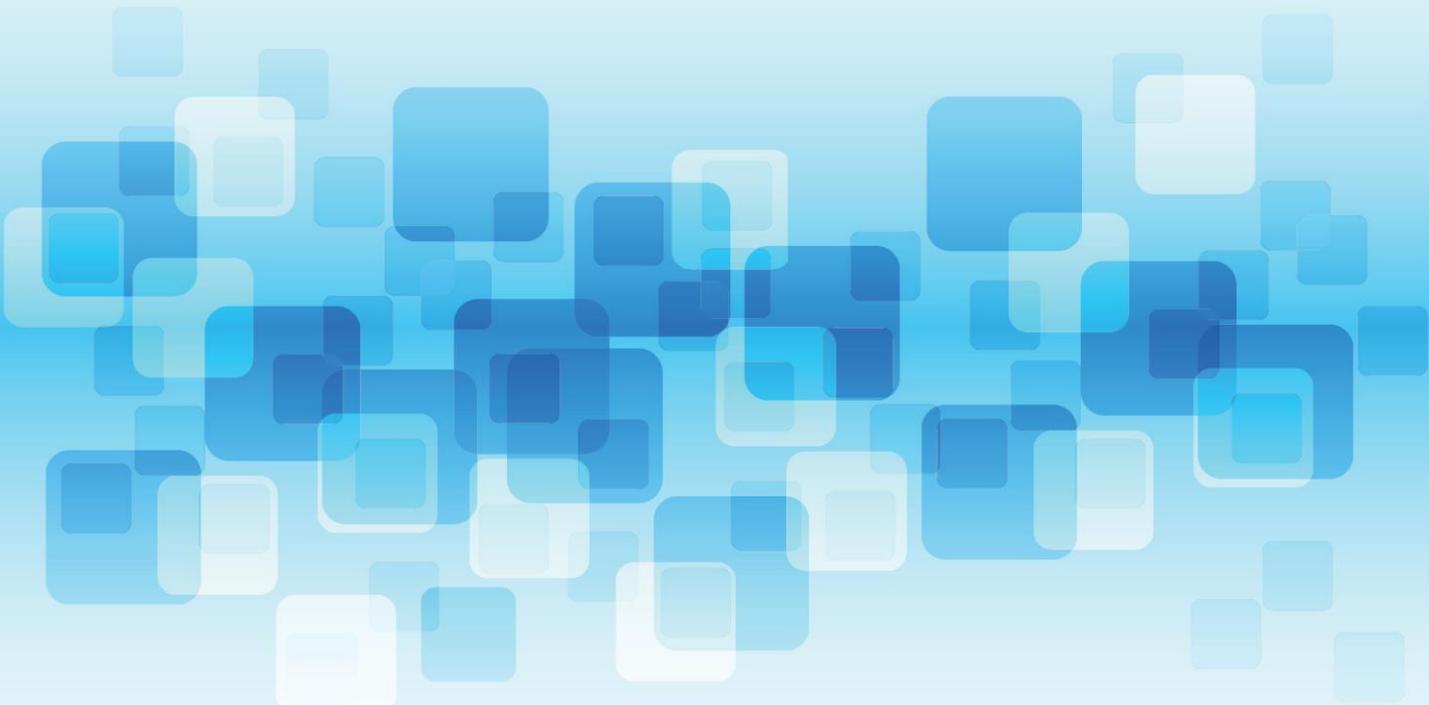




# School Improvement Unit Report

## **Burdekin School Executive Summary**



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Burdekin School** from **1 to 2 September 2016**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 School context

|  |   |
|--|---|
| <b>Location:</b>   | Young St, Ayr   |
| <b>Education region:</b>   | North Queensland Region   |
| <b>The school opened in:</b>   | 1972  |
| <b>Year levels:</b>  | ECDP – Year 12  |
| <b>Current school enrolment:</b>                                     | 5 ECDP<br>16.4 School   |
| <b>Indigenous enrolments:</b>  | 9.3 per cent  |
| <b>Students with disability enrolments:</b>                          | 100 per cent  |
| <b>Index of Community Socio-Educational Advantage (ICSEA) value:</b> | n/a   |
| <b>Year principal appointed:</b>                                     | 2016 (acting)   |
| <b>Number of teachers:</b>   | 4.4 (full-time equivalent)  |
| <b>Nearby schools:</b>   | Ayr State High School, Ayr State School, East Ayr State School, Kalamia State School, Jarvisfield State School, Brandon State School, Maidavale State School, Airville State School, Clare State School, Giru State School, Millaroo State School, Gumlu State School, Osborne State School, Burdekin Christian College, Burdekin Catholic High School, Home Hill State School, Home Hill State |

|  |   |
|--|---|
|  | High School, St Francis Primary School, St Colman's Primary   |
| <b>Significant community partnerships:</b> | Adopt-a-Councillor, TalkNQ – Speech Therapists, Burdekin Bowl |
| <b>Significant school programs:</b>        | We All Matter program, Chaplain support program               |

## 1.2 Review team

Wayne Wilkinson

Internal reviewer, SIU (review chair)

Barry Tarlinton

Peer reviewer, SIU

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal
- Administration officer
- Four teachers
- Four teacher aides
- Parents and Citizens' Association (P&C) President
- Three parents
- 11 students
- Guidance officer
- School chaplain

Partner schools and other educational providers:

- Private Speech Language Pathologist (SLP)

Government and departmental representatives:

- Local Councillor
- Assistant Regional Director (ARD)

## 1.4 Supporting documentary evidence

Annual Implementation Plan 2016

School Key Strategic Goals 2013-2016

Investing for Success 2016

Strategic Plan 2013 - 2016

Curriculum planning documents

School Data Profile 2016



|   |   |
|---|---|
| Individual Curriculum Plans (ICP)                           | School budget overview  |
| School Opinion Survey<br>PB4L – We All Matter Framework     | Whole Curriculum and Assessment Plan 2016<br>School newsletters and website                                   |
| School Pedagogical Framework 2016 - 2019                    | North Queensland Region (NQR) Improving<br>Classroom Instruction Observation Record<br>Whole School Data Plan |
| Burdekin School: Explicit Instruction<br>Walkthrough Record |   |
| Whole School Professional Learning Plan                     | Annual Performance Development Plan for<br>Teachers   |

## 2. Executive summary

### 2.1 Key findings

**There is clear evidence of positive and respectful relationships between staff members, students, parents and community members.**

Staff members and parents demonstrate an understanding of the importance of establishing and nurturing positive and caring relationships with students and colleagues and the way this links with successful learning outcomes. The genuine concern for and appreciation of the students and their well-being is apparent amongst all staff members.

**All members of the school community are committed to school improvement.**

The school has a significant number of planning documents which identify a range of school strategies and actions for school improvement. Most staff members believe these documents are too extensive in the current context. The need for a clear and concise plan to reflect the priority needs of staff and students is identified.

**The school leadership is committed to developing and promoting plans and processes to support staff member engagement with school priorities.**

All staff members are committed to the improvement of learning outcomes for all learners. The school leader is strategic in identifying staff member strengths and the developmental needs of staff members. An opportunity exists to implement a teacher feedback, mentoring and coaching process. Building staff members' confidence and knowledge to contribute to strategic planning processes within the school is developing.

**The school leadership and teaching team articulate the belief that the collection and analysis of data underpins the teaching and learning cycle.**

The analysis, use and display of data to identify and track learning outcomes across learning areas are developing. The school is reviewing data tools to ensure they provide relevant and meaningful data to inform teaching and learning priorities.



**The school undertakes a range of professional learning activities to enhance the capability of staff members.**

A documented professional learning plan 2016 outlines key Professional Development (PD) activities that occur throughout the year for teachers, teacher aides and ancillary staff members. The development of disability specific knowledge, specialised communication approaches and data literacy is recognised as a priority.

**Individual Curriculum Plans (ICP) for all students are completed and align to the Australia Curriculum (AC).**

The understanding of the ICP in regard to meeting student needs is not clear for all staff members and parents. Some parents do not understand the development of the ICP. The need to develop a balanced approach to the AC, student needs and evidence-based approaches to support teaching and learning is identified.

**Parents report they ‘love this school’ and are highly supportive of the school leader and all staff members.**

Parents and families express they are valued as partners in their child’s education. The school keeps them informed through a range of strategies including daily communications, newsletters, school website and a major, annual fundraising event.

## **2.2 Key improvement strategies**

Collaboratively develop and communicate a clear and concise Explicit Improvement Agenda (EIA).

Develop collaborative approaches to ensure all staff members understand and support school-wide priorities and practices.

Develop teacher skills in data literacy and administer assessment items, record findings and analyse student results to adjust teaching and learning strategies.

Implement teacher feedback, mentoring and coaching processes to enhance effective teaching and learning practices across the school.

Develop meaningful ICP processes and documentation which are respectful to student needs and valued by students, staff members and parents.