

Barcaldine Prep-12 State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Barcaldine Prep-12 State School** from **11 to 13 October 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

John Bosward	Internal reviewer, SIU (review chair)
Theo Bellas	Peer reviewer
Christine Tom	External reviewer



1.2 School context

Location:	Gidyea Street, Barcaldine
Education region:	Central Queensland Region
Year opened:	1887 1989 - on current site
Year levels:	Prep to Year 12
Enrolment:	285
Indigenous enrolment percentage:	26.5 per cent
Students with disability enrolment percentage:	6.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977
Year principal appointed:	2017
Full-time equivalent staff:	26
Significant partner schools:	Blackall State School - Prep to Year 12, Aramac State School
Significant community partnerships:	Alice River Aboriginal Student Hostel, Businesses for traineeships and apprenticeships, Barcaldine Kindergarten, Outback Hospitality Cert II Kitchen Operations 'The Big Red Truck' (Cluster), Active After School Sports (school's own program, not the federal program)
Significant school programs:	Hattie evidence-based practice, commencement of work with Andrew Fuller on the neuro-science of learning, Instrumental Music, Work experience (Year 10 – local, Year 11 - Brisbane), Outback Hospitality Cert II Kitchen Operations 'The Big Red Truck' (Cluster), Emerald Agricultural College Cert II in Agricultural operations



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Head of Department (HOD), guidance officer, Business Manager (BM), two administrative officers, three teacher aides, 17 parents, 19 teachers, two teachers (The Big Red Truck), school crossing supervisor, tuckshop convenor and 26 students.

Partner schools and other educational providers:

- Principal Aramac State P-10 School and Lady Gowrie Childhood Education.

Government and departmental representatives:

- Councillor for Barcaldine Regional Council, community business representative and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Opinion Survey
Investing for Success 2017	Strategic Plan 2014-2017
School data plan	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Responsible Behaviour Plan	Curriculum planning documents
School improvement targets	Years 10-12 Student tracking documents
School pedagogical framework	Class data profiles
Headline Indicators (2016 Seem 2 release)	School based curriculum, assessment and reporting framework
School newsletters and website	



2. Executive summary

2.1 Key findings

The tone of the school reflects a commitment to purposeful, successful learning and the wellbeing of all stakeholders.

The leadership team speaks passionately about their roles in supporting all students. The school is held in high regard, with strong levels of respect apparent between the school and the wider community. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs.

The environment in the school is welcoming, caring, polite and inclusive.

Students and staff members have an obvious sense of belonging and pride in the school and visitors are made to feel welcome. The classrooms are attractive and stimulating and project an expectation of success in learning.

School leaders and staff members are united and committed to improving learning outcomes for all students in the school.

Conversations with staff members reveal high expectations for all students in learning, behaviour, attendance and wellbeing. Staff members speak positively about their students and actively seek ways to remove obstacles to learning. Teachers work hard to provide calm, intentionally inviting classrooms where students experience a sense of safety and belonging.

The school has a coherent, sequenced plan for curriculum delivery for P-10 with senior syllabus subjects in line with the Australian Curriculum (AC) where available.

The school is committed to developing a P-12 curriculum plan developed directly from the AC to ensure a cohesive and sequenced progression throughout the 12 years of schooling.

School leaders articulate a clear vision that the school gives a priority to analysing and discussing the use of data to drive improvement in student learning outcomes.

All teachers make reference to analysing and utilising data to assist in making judgements relating to student progress. Teachers acknowledge the need to further develop their data literacy skills to enhance and inform their teaching practice.

The leadership team promotes the use of differentiated teaching as a strategy for ensuring that each student is engaged and learning successfully.

Curriculum leaders view the effective use of pedagogical differentiation as the next step in enhancing student learning. Incorporating opportunities for students to use different learning styles for completing tasks and a range of thinking strategies to support problem solving and higher order thinking are identified as central to this strategy.



Teachers recognise the importance of consistency in teacher judgement in assessing student performance against standards.

Some teachers are engaging in informal moderation with colleagues and members of the leadership team. Many teachers across the P-10 levels report a need for a systematic formal moderation process to verify consistency of teacher judgements. The school is currently exploring opportunities for the development of internal and external moderation processes.

The staff of the school are engaged in ongoing discussions and reflective practices to maximise student learning and wellbeing.

The leadership team is committed to building a professional team of teachers and supports staff members who operate across all areas of the school. Teachers demonstrate a high level of enthusiasm to improve their skills in order to effectively support students and improve learning outcomes.

Teachers present curriculum activities designed to motivate learners and address the individual learning needs of all students.

There is a strong focus in the school regarding the belief that, although students are of different abilities and at various stages in their learning, all students are able to learn and achieve success provided they are given appropriate and relevant learning opportunities, time and necessary support.



2.2 Key improvement strategies

Establish a representative curriculum committee to develop a P-12 curriculum framework that incorporates the Australian Curriculum, Assessment and Reporting Authority (ACARA) AC as the key driver for curriculum design and delivery across the school.

Build teacher data literacy skills to enable a deeper understanding of data and the implications for teaching.

Extend and quality assure the implementation of structural, curriculum and pedagogical differentiation strategies in all classes, particularly for the high achieving students.

Implement moderation processes and practices across P-10 to ensure consistency of teacher judgment in the marking of student work.