

Barcaldine Prep-12 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 **Barcaldine Prep-12 State School** from **15 to 17 June 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Wayne Troyahn	Internal reviewer, EIB (review chair)
Ken Swan	External reviewer
Peter Doyle	External reviewer



1.2 School context

Location:	Gidyea Street, Barcaldine	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 12	
Enrolment:	211	
Indigenous enrolment percentage:	23.22 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	2.84 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949	
Year principal appointed:	2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD), Head of Special Education Services (HOSES), 17 teachers, guidance officer, Business Manager (BM), five teacher aides, two office staff, Certificate II Kitchen Operations facilitator – Big Red Truck, partnership facilitator – early years, Parents and Citizens Association (P&C) president, 19 parents and 30 students.

Community and business groups:

- Central West Aboriginal Corporation (CWAC), Adopt-a-Cop, RAPAD (Remote Area Planning and Development), Central West Health and Outback Futures.

Partner schools and other educational providers:

- Centre for Learning and Wellbeing (CLAW) and Blackall State School inclusion support teacher.

Government and departmental representatives:

- Councillor for Barcaldine Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018–2021
OneSchool	Budget Overview Report
SORD	Writing Inquiry Planning Documents
Professional learning plan 2021	Curriculum planning documents
School targets	P-12 Curriculum Plan
School data plan	2020–2023 Student Code of Conduct
2019 School Opinion Survey	2021 Marketing Strategy
School newsletters, Facebook, Seesaw and website	School Data Profile (Semester 1 and Semester 2, 2020)
Headline Indicators (October 2020 release)	



2. Executive summary

2.1 Key findings

Parents express appreciation for the efforts of staff in supporting the learning and wellbeing needs of their child.

Parents and families are recognised as integral members of the school community, and the efforts made by staff members to keep parents informed of student learning programs and student progress are greatly appreciated. The Parents and Citizens' Association (P&C) is extremely supportive of the school and its direction, and members express appreciation for the sincere efforts of school leaders to include them in decision making. The P&C provides catering services for school and community events for fundraising purposes. Funds have been recently used to fund a bike shelter, gardens, oval improvement, brekky club, school camps, classroom furnishings and sport uniforms.

Students, staff members and parents are proud of the school and many speak positively of the mutually respectful relationships that exist.

Staff recognise and understand the importance of positive student teacher relationships in promoting learning outcomes for all students. Student effort and achievement in the primary sector are recognised through a range of class awards and certificates presented on weekly parades. Secondary school students express that effort and achievement are recognised through 'shout outs' on school parades.

School leaders, teaching and non-teaching staff members express dedication to the learning and wellbeing of every student.

Staff work collaboratively to promote student achievement and articulate an understanding of the need to develop differentiation practices that will allow each student to reach their potential. Leaders are working with staff members to institute processes and changes to content, teaching methods, approaches, structures and strategies to provide equitable learning experiences for all students.

School staff, parents and students recognise this P-12 school has a long-standing reputation.

There is a desire articulated by many stakeholders to refresh the inclusive culture of the P-12 school. Teachers and students describe how the school primarily operates as two campuses on one site. There is some crossover of school staff working across both sectors of the school. Some staff indicate a desire for school initiatives to be fully embedded across the whole school. Some parents identify differences between approaches in primary and secondary areas. Students express the view that they would like to see the school sectors join together more for whole-school activities.



School leaders are focused on supporting teachers to enact high quality curriculum delivery processes for the full range of students.

Whole of staff understanding of the requirements to implement the full Australian Curriculum (AC) varies. Teachers are provided with an eight-step process for three level planning. Some teachers express the need to contextualise and enrich the curriculum locally to maximise student engagement and enthusiasm for schooling and learning. School leaders are exploring strategies to support the development of a locally relevant and purposeful curriculum. Many secondary students express the belief that the curriculum is yet to be contextualised locally, or delivered in an interesting and engaging manner. School leaders have drafted a school assessment policy to inform future practice. In-school moderation in some learning areas occurs regularly. Quality Assurance (QA) processes to ensure rigour in consistency of judgments are emerging. Many staff express an interest and need for further development of their moderation knowledge and skills.

The leadership team articulates the belief that the effective use of reliable student and school data is essential for improvement in student learning.

Most teachers support the view that effective data use is essential to enhance student learning outcomes. The 2021 Annual Implementation Plan (AIP) lists 'developing data analysis skills' as a key school action. This reinforces the leadership team's desire to build teacher data literacy to enable a deeper understanding of data and the implications for learning. Some teachers describe variable confidence and methods in using data. Leadership team members and teachers express the need to further develop teacher data literacy skills.

Coaching and mentoring opportunities are identified as a preferred method to provide opportunity for capability development for all classroom teachers.

The leadership team and some teachers identify the need for regular and constructive feedback to support improved teaching. The need for teachers to receive detailed ongoing feedback has been identified as a priority. Members of the school's Local Consultative Committee (LCC) have been engaged in addressing how an effective process might be implemented.

Local community leaders speak highly of the school, recognising long-standing levels of community confidence and support.

The school has a range of collaborations and partnerships with local community organisations, business groups and departmental agencies. To strengthen school and community engagement, leaders have recently developed the 'Great School Great Opportunities' marketing strategy. This strategy embraces the broader community, identifies situational and competitive challenges, lists signature programs and suggests strategies for community engagement. School leaders share a wish to embed greater community involvement purposefully into curriculum planning and implementation.



Student and staff wellbeing is a key focus in supporting all that the school is undertaking.

The leadership team is united in its belief that supporting student wellbeing is essential for improved student learning. Student wellbeing is supported through strategic alliances with local organisations including Outback Futures. Staff wellbeing is supported through the recent development of a staff wellbeing framework containing goals and actions.

Recently appointed staff members articulate that they feel well supported by their colleagues on arrival at the school.

Teacher mentors have been appointed to link with beginning teachers. A concise staff handbook has been prepared and outlines key information for staff members. A writing committee is established to oversee the development and implementation of contemporary pedagogy for the teaching of writing. Teachers praise the work of the committee. This committee facilitates the opportunity for staff to observe the teaching of writing and to provide feedback.



2.2 Key improvement strategies

Collaborate across the school community of students, parents and staff to explore ways to embed a unique P-12 culture that promotes learning.

Maintain the commitment to embedding the full AC, ensuring planning, assessment and moderation processes are delivered with quality assured rigour, and that planning is locally contextualised.

Enhance the development of data literacy skills of all staff to support the whole-school approach to data use, enabling a deeper understanding of data and the implications for learning.

Collaboratively refine the QA approach that provides opportunity for observation and feedback cycles by leaders, and builds teachers' confidence and capability to consistently implement the agreed pedagogical practices.

Establish formal processes and procedures in partnership with local community organisations, business and agencies, that promote the school's signature programs and encourage new initiatives that support student learning and engagement.