

Booyal Central State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction 3

 1.1 Review team..... 3

 1.2 School context..... 4

 1.3 Contributing stakeholders 5

 1.4 Supporting documentary evidence..... 5

2. Executive summary..... 6

 2.1 Key findings..... 6

 2.2 Key improvement strategies 9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Booyal Central State School** from **19 to 20 March, 2018**.

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

Garry Lacey

Internal reviewer, SIU (review chair)

Louella Lodewyk

Peer reviewer



1.2 School context

Location:	Bruce Highway, Booyal
Education region:	North Coast Region
Year opened:	1916
Year levels:	Prep to Year 6
Enrolment:	23
Indigenous enrolment percentage:	8.7 per cent
Students with disability enrolment percentage:	13 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	983
Year principal appointed:	2012
Full-time equivalent staff:	1.6 full time equivalent
Significant partner schools:	Wallaville State School, Gin Gin State School, Cordalba State School, McIlwraith State School, Maroondan State School
Significant community partnerships:	Booyal Memorial Hall
Significant school programs:	Daily Rapid Reading (DRR), Booyal Bunyip Entrepreneurs



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teaching colleague, itinerant music teacher, four teacher aides, Business Manager (BM), 12 students and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and local memorial hall representative.

Government and departmental representatives:

- Councillor for Bundaberg Regional Council, State Member for Burnett and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2014-2017
Responsible Behaviour Plan	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview report
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School newsletters and website	Headline Indicators (2017 interim release)
School assessment and target schedule	



2. Executive summary

2.1 Key findings

The positive culture of the school is reflected in the school's motto '*We always do our Booyal best*'.

Staff members work hard to build the culture that enables students to have opportunities to engage fully in quality learning experiences. The wellbeing of students is attended to and staff members are committed to building positive relationships with students. All staff members articulate high expectations for student learning and provide appropriate levels of support for students to achieve their best. Respectful relationships are valued within the school and there is a common consensus that the school encompasses a 'family feel', where students have a strong sense of belonging, feel safe and are valued for their contributions.

Staff members articulate a belief that all students can achieve positive outcomes given appropriate support.

A culture of shared responsibility for student learning and success is apparent across the school. Members of the teaching team are highly professional in their work in the school with strong levels of energy and enthusiasm apparent. The school's principal models expected professional standards and works alongside fellow staff members in all aspects of school life. Staff members articulate they receive good support from their colleagues and from the principal in the conduct of their duties at the school.

School staff members have high expectations for student behaviour and wellbeing.

The school rules '*Be Respectful, Be Responsible, Be Safe*' are well known, visible and understood by staff members, parents, students and community members. Students report behaviour systems in the school are applied fairly and consistently. Appropriate behaviour is rewarded through the use of *Gotcha* awards and Student of the Week badges. Staff members, students and parents speak knowledgeably regarding the rewards structures that recognise positive behaviour.

The school's principal and teaching team members are committed to improving learning outcomes for students with a clear vision established for the school.

There are two priorities articulated in the 2018 Annual Improvement Plan (AIP) document. These are improving learning outcomes for students in reading and writing. Conversations with members of the teaching team reveal a genuine commitment to implementing daily literacy learning experiences for all students. A range of teaching practices is utilised to engage students in reading and writing learning experiences. Commonly agreed teaching strategies for these areas are yet to be established and embedded across the school. The principal is committed to working with members of the teaching team to define the non-negotiable teaching practices relating to this agenda and determining what this looks like in the classroom. The principal indicates a next step is to develop a document entitled the *Booyal Way* that provides a framework for the teaching of literacy at the school.



The principal clearly articulates the belief that the purpose of collecting meaningful data sets is to improve student learning outcomes.

A systematic plan for the collection of data is developed. The Assessment and Target Schedule for 2018 includes a combination of diagnostic, formative and summative assessments processes, timelines for collection and benchmarks for achievement. The principal undertakes data analysis to monitor student progress and inform further teaching and learning experiences for students. The principal indicates the teaching team is yet to formally meet to undertake conversations relating to individual, class and cohort achievement data. The principal recognises the need to provide time for the teaching team to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

The principal and teaching team members express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

The principal reports the use of curriculum units from the Curriculum into the Classroom (C2C) resource in conjunction with the associated assessment tasks and Guides to Making Judgements (GTMJ). The teaching team acknowledges varying degrees of reference to the AC during the curriculum planning process. The principal acknowledges the need to collaboratively plan curriculum units aligned to the AC with members of the teaching team to ensure the rigour and intent of the AC are maintained across the school for all learning areas.

The principal has high expectations that each member of the teaching team will commit to the continuous improvement of their capability development.

A whole-school professional learning plan is developed. This plan articulates a possible schedule for professional learning across the school year. Some of these learning experiences align to the school's improvement priorities. Actioning of this plan is yet to occur on a regular basis. The principal recognises a need to enhance professional learning by timetabling a broad range of opportunities for capability development for all school staff members including Annual Performance Development Plans (APDP), coaching and mentoring, and models of feedback.

The principal is committed to leading the development of curriculum, teaching and learning at the school.

The principal works with cluster colleagues to undertake regular moderation processes and further develop curriculum knowledge. Contributing to regional forums and business days is undertaken to network more broadly and to continue the enhancement of professional knowledge. Continuing to seek opportunities to develop capacity and ability as an instructional leader in the school, including engagement in principal-to-principal mentoring opportunities, is viewed as a priority by the principal.



Members of the community, parents, staff members and students display enormous pride in the school.

The school has a long history of strong links with the local community and contributes to many community events. These include the ANZAC service, activities organised at the local hall, the annual Booyal's Biggest Party and the local agricultural show. In 2016, the school celebrated its centenary that was well supported by community members past and present. Community members speak positively regarding the work of the principal and other staff members in maintaining the school as a hub within the community.

The *Booyal Bunyip Entrepreneurial Program* is a sustainable and accepted part of the school community.

The program offers opportunities for students to develop independent learning skills and raises funds for a chosen charity. The principal outlines the process with families highlighting the key activities involved. Students lead the process and establish partnerships to reach the goals of their chosen project. This innovation is well received within the community and is providing students with experiences to apply their learning to real-life situations. In 2016, the students and staff raised \$10 000 for drought relief through the creation of a comical DVD, *Kidding About For Drought*, to raise the spirits of drought-affected families.



2.2 Key improvement strategies

Develop the *Booyal Way* framework to describe commonly agreed teaching strategies for areas aligned to the Explicit Improvement Agenda (EIA).

Provide time and support for the teaching team to interrogate school-based achievement data and generate strategies for continuous improvement of student outcomes.

Collaboratively develop curriculum units aligned to the AC that are quality assured for consistency, balance and coverage against content descriptions and achievement standards.

Enhance the school's professional learning plan to timetable a broad range of opportunities for capability development for all school staff members including APDPs, coaching and mentoring, and models of feedback.

Continue to seek opportunities to develop capacity and ability as an instructional leader in the school, including principal-to-principal mentoring.