

Bullyard 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 **Bullyard State School** from **28 to 29 August 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

Tracy Egan

Internal reviewer, SIU (review chair)

Murray Branch

Peer reviewer



1.2 School context

Location:	Bucca Road, Gin Gin
Education region:	North Coast Region
Year opened:	1901
Year levels:	Prep to Year 6
Enrolment:	40
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	2.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	931
Year principal appointed:	Term 3, 2015
Full-time equivalent staff:	2.5
Significant partner schools:	Maroondan State School, Kolan South State School, McIlwraith State School, Wallaville State School, Gin Gin State School, Gin Gin State High School
Significant community partnerships:	Gin Gin Community Bank, Bucca Hotel, Queensland Computers, Bullyard Hall Committee, Bradley's Buses, Bundaberg Toy Library
Significant school programs:	Daily Rapid Reading (DRR), Reading Link, Home Reading, North Coast Region Diagnostic Mathematics, LEM Phonics



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, three teacher aides, chaplain, Parents and Citizens' Association (P&C) president, secretary and treasurer, five parents, and 14 students.

Community and business groups:

- Gin Gin Community Bank.

Partner schools and other educational providers:

- Principal of Kolan South State School, principal of Maroondan State School, principal of Gin Gin State High School and Director of Mango Tree Childcare Centre.

Government and departmental representatives:

- Councillor for Division 3 Bunderberg Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2017 release)	School Data Profile Semester 2 2017
OneSchool	School budget overview
Professional development plan 2017	Curriculum planning documents
Assessment Framework	Performance Development Plans
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey



2. Executive summary

2.1 Key findings

The school places a high emphasis on building positive caring relationships between staff members, students and parents.

The principal and staff members build mutually respectful relationships across the school community. There is a strong collegial culture of mutual trust and support amongst staff members. A strong sense of belonging and pride is apparent in the school community.

The principal and teachers are part of a strong cluster of schools that shares resources and professional learning activities, and provides further opportunities for students.

The principal collaborates with local cluster schools to develop school programs. Teachers are released for a half day each term to work with colleagues from local cluster schools, moderating and planning. Resources are developed and shared across the cluster. The school combines with cluster schools providing opportunities for students to participate in interschool sport and Year 6 camp. These opportunities are highly valued by the students, parents and staff members.

The principal expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

The school has developed a curriculum plan that outlines what Curriculum into the Classroom (C2C) unit is to be taught each term in each learning area. Teachers utilise C2C as a resource to deliver the AC in most learning areas. A curriculum plan that clearly outlines the school's curriculum, assessment and reporting and that incorporates all AC learning areas, general capabilities and cross-curriculum priorities is yet to be fully developed.

Staff members are implementing an Explicit Improvement Agenda (EIA) with a focus on improving learning outcomes for students in reading.

A reading framework outlining expectations has been developed in collaboration with local cluster schools. Staff members are committed to improving reading outcomes for students and employ a range of strategies. Teachers are expected to implement modelled, shared, guided, and independent reading. A consistent approach to teaching reading is not yet fully embedded in all classrooms.

Human resources within the school are deployed to ensure student learning is prioritised.

Teacher aides are utilised to support guided reading and reading intervention programs, and for in-class support in the Prep to Year 3 class. Individual support for all students in the early years is highly valued by staff members and parents. A few students in Years 4 to 6 receive additional support to address specific learning needs. The principal indicates the allocation of all teacher aide time to the early years' class may require review to ensure students in Years 4 to 6 requiring support are able to access additional teacher aide time.



The principal recognises the importance of investigating the alignment of Levels of Achievement (LOA), National Assessment Program – Literacy and Numeracy (NAPLAN), and school-based data sets.

A range of assessment tasks is utilised to gather information regarding student learning. Staff members work to analyse this data to inform teaching practices. There is some evidence indicating that there is a misalignment between some systemic assessment outcomes, diagnostic tests, internal assessments, and LOA. The principal identifies a challenge for the school is to better understand the importance of alignment of student achievement data between LOA, NAPLAN and other school assessment data.

Staff members recognise that highly effective teaching is the key to improving student learning.

A culture of modelling, observation and feedback is beginning to develop. The principal conducts walkthroughs each week and models the teaching of reading strategies for staff members to enhance their capacity. Teachers are yet to receive any detailed formal feedback regarding their classroom practices. The principal reports a desire to provide further opportunities to utilise modelling, observation and feedback to develop consistency of practices across the school.

Teachers are developing systems to encourage students to monitor their own learning and to set goals for future learning.

A coloured dot system provides opportunities for students to self-evaluate their work and receive feedback from the teacher. Some students set targets to improve learning outcomes. This consistent approach is assisting students to understand how to enhance their learning outcomes.

The school works to maintain a learning environment that is safe, respectful, tolerant and inclusive.

Positive Behaviour for Learning (PBL) is a priority for the school. Classrooms are calm and interruptions to teaching are kept to a minimum. Clear expectations for behaviour are outlined in the Responsible Behaviour Plan for Students (RBPS). The school has four core values of '*Respect, Responsibility, Safety, Learner*'. The school values are displayed around the school and are well known by students and staff members. Positive behaviours are rewarded consistently by all staff members. There is a happy optimistic feel to the school.



2.2 Key improvement strategies

Seek regional and cluster support to fully develop and implement a coherent and sequenced whole-school curriculum plan.

Monitor the implementation of the EIA to ensure agreed teaching strategies are consistently implemented across the school.

Further investigate the relationship between A to E LOA, systemic and other school-wide assessment data to ensure alignment of outcomes against agreed standards.

Review the allocation of targeted human resources to ensure they are aligned to the EIA and maximise outcomes for all students across the school.

Provide further opportunities for staff members to engage in regular observation and feedback processes to build consistency and improve teaching practices aligned to the school's priorities.