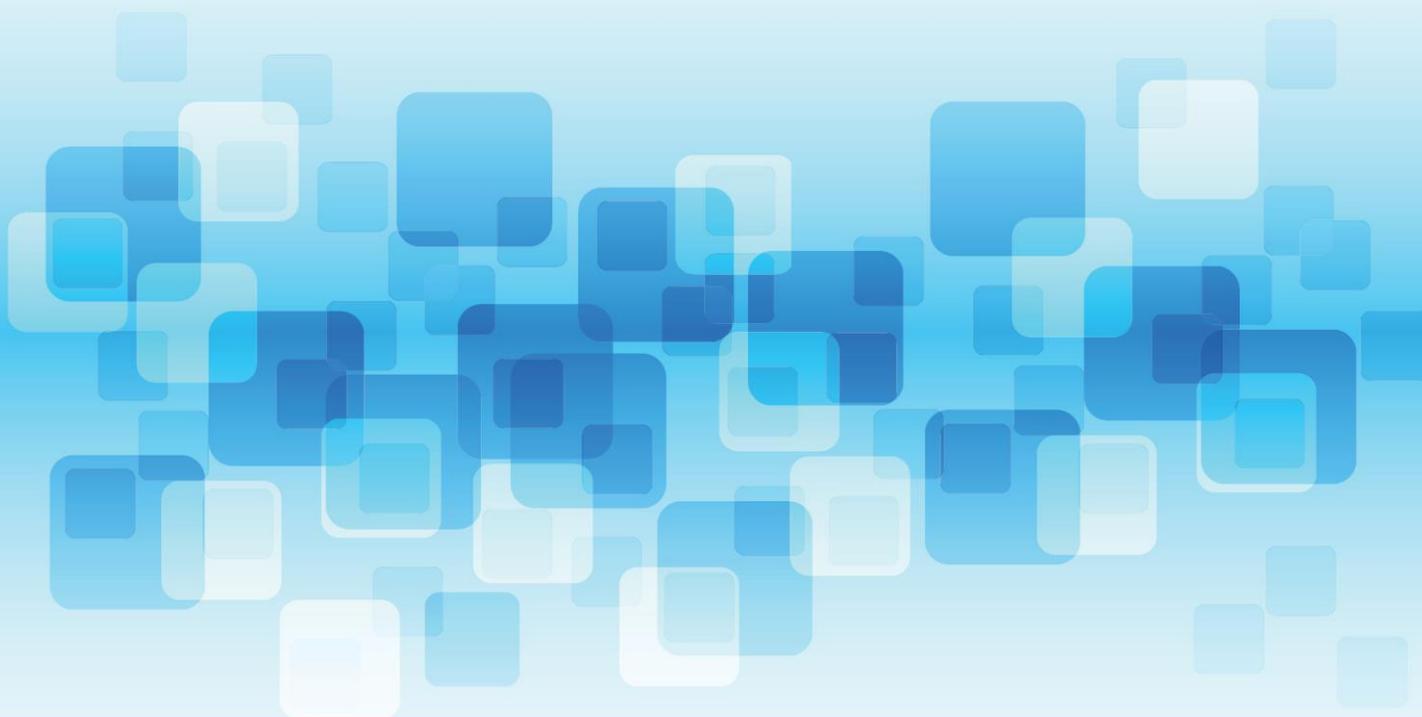




# School Improvement Unit Report

## Bororen State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Bororen State School from 6 to 7 June 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	1 Kent Street, Bororen
<b>Education region:</b>	Central Queensland Region
<b>The school opened in:</b>	1900
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	31.6
<b>Indigenous enrolments:</b>	6.3 per cent
<b>Students with disability enrolments:</b>	6.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	950
<b>Year principal appointed:</b>	2016 (acting)
<b>Number of teachers:</b>	2.62 (full-time equivalent)
<b>Nearby schools:</b>	Buliyian State School, Ubobo State School, Gladstone State High School, Miriam Vale State School, Nagoorin State School
<b>Significant community partnerships:</b>	The Bororen Hall Committee
<b>Significant school programs:</b>	nil



### 1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two teachers
  - Two teacher aides
  - Administration officer
  - Cleaner
  - Community volunteer
  - 15 students
  - Four parents
  - President of the Parents and Citizens' Association (P&C)
  - Principals of Miriam Vale State School, Ubobo State School and Theodore State School

### 1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Leisa Wood	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school respects parents, families and the wider community members as integral partners within the school community.

The school seeks their participation regularly through Parents and Citizens' Association (P&C) meetings, and other school events. Stronger community partnerships have been identified as a priority in the school's Explicit Improvement Agenda (EIA).

- The school's staff members identify the need to improve learning outcomes for all students.

Staff members acknowledge that a cohesive team will support school-wide processes for maximising outcomes for students.

- The school has adopted the Reading to Learn (RTL) approach to the teaching of reading.

Some staff members have undertaken Professional Development (PD) to aid in the implementation of this program.

- The school is yet to develop a school-wide pedagogical framework.

RTL has been identified by teachers as the school's preferred approach to guide the teaching of reading. Beyond the implementation of RTL there is a diverse range of other approaches implemented across the classrooms. A pedagogical framework to inform school-wide approaches to teaching and learning are is yet to be published or enacted.

- Data displays are planned to be used with staff members to examine student progress and build capacity in data analysis.

Classroom teachers use a variety of methods to collect student assessment data. A common approach to the collection and central storage of data has been recently implemented. Teaching staff members are beginning to analyse this data to inform their teaching practice.

- The school has a caring and supportive culture that is being nurtured by staff members, students and their families.

Students are calm, and classrooms and playgrounds are orderly. Students have positive views regarding behaviours at the school and can articulate the school's rules and expectations consistently. Clear signage throughout the school reinforces the school's expectations of '*Be Safe, Be Responsible, Be Respectful*'.



## 2.2 Key improvement strategies

- Establish a culture of collaboration and teamwork across the school with a focus on sharing best practice for the improvement of learning outcomes.
- Provide all staff members with PD in the teaching of reading to ensure the chosen pedagogical practices are delivered consistently across the school.
- Collaboratively develop and implement a school-wide pedagogical framework.
- Allocate time and provide opportunities for members of the teaching team to conduct discussions regarding achievement data and strategies for the improvement of student outcomes.
- Build and sustain a positive culture and productive relationships between the school and the wider community.