

# Bororen 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 **Bororen State School** from **9 to 10 November 2020**.

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.

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

### 1.1 Review team

Anthony Palmer

Internal reviewer, EIB (review chair)

Timothy Loughland

Peer reviewer



## 1.2 School context

<b>Location:</b>	Kent Street, Bororen	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	23	
<b>Indigenous enrolment percentage:</b>	17 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	47.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	907	
<b>Year principal appointed:</b>	2018	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), three teachers, three teacher aides, chaplain, 20 students and nine parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer and BUSHkids representative.

Partner schools and other educational providers:

- Miriam Vale State School principal.

Government and departmental representatives:

- Councillor Gladstone Regional Council, regional inclusion coach, regional early childhood transition officer and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Achievement and Improvement plan 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
Balanced reading program	School inclusion policy (draft)
School Opinion Survey	Professional development plans
School SharePoint site	Responsible Behaviour Plan for Students
Lesson design and lesson delivery 'one pagers'	School newsletters, Facebook page and website
Pedagogical framework and pedagogical practices 'one pagers'	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **Students, staff members and parents proudly share the strong focus on kindness at the school.**

The principal and staff members are united and committed to improving learning and wellbeing outcomes. Interactions between staff, students, parents and families are caring, and polite. The principal and staff members speak passionately of their efforts to build meaningful relationships with students and parents and provide a safe, supportive and engaging learning environment. Parents comment positively on the supportive environment and welcoming approach of the principal and staff members. Students articulate their appreciation for the care provided by staff members and the focus on supporting their learning and wellbeing.

#### **A high level of cohesion amongst staff members at the school is clearly apparent.**

Staff members speak positively of the collegiality that exists in the school and the support provided for each other. Staff members demonstrate high levels of confidence and capability, are skilled in the fields in which they work and are highly regarded by students and parents. Staff members display high levels of professional energy for the work they do in the school. There is an appreciation from parents that positive outcomes for students are a result of the efforts of capable and committed teaching and non-teaching staff members. The dedication of staff members is acknowledged by parents. Staff members comment positively on the value they feel is placed in them by the principal, and each other.

#### **The principal and staff members acknowledge that highly effective teaching is critical to improving student outcomes.**

The school has a documented pedagogical framework that outlines the school's values and beliefs about teaching and learning, and utilises the Department of Education's (DoE) six core systemic principles. The framework identifies the three major research-validated pedagogical approaches of Visible Learning, Explicit Instruction (EI) and Age-appropriate pedagogies (AAP). The principal discusses the identification and use of approaches from Sharratt and Fullan's<sup>1</sup> 'Faces on the Data' as additionally contributing to the school's pedagogy. Most staff members identify elements of the school's signature pedagogical practices. The principal articulates the desire to support all staff members to strengthen their knowledge and understanding of the identified whole-school pedagogical approaches.

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<sup>1</sup> Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin.





**The school has developed an explicit, coherent, sequenced plan for curriculum delivery.**

The plan makes clear what and when teachers should teach and students should learn. Staff members describe their developing knowledge and understanding of the Australian Curriculum (AC). Staff members have collaboratively worked with the principal to construct the revised school curriculum, assessment and reporting framework (CARF). The principal and some staff members recognise the need to further embed the plan throughout the school to support consistency of practice and a high standard of delivery of the AC. The principal and staff members express interest in further developing their understanding and use of the AC general capabilities and cross-curriculum priorities.

**The mantra ‘our kids are worth whatever it takes’ is communicated by the principal to the community.**

A genuine belief is apparent across the school that although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully when motivated and provided with appropriate learning opportunities and the required support. Students present at the school with a range of complex needs, including a range of social, emotional, behavioural and learning needs. The principal advises the recent completion of a draft school inclusion policy. This policy is yet to be shared with all members of the school community to develop a shared understanding of the vision for inclusion at the school.

**Staff members proudly take personal and collective responsibility for supporting and improving the learning and wellbeing of all students.**

Staff members articulate a commitment to the continuous improvement of their knowledge and skills to enhance student learning and wellbeing. Staff members describe frequent informal discussions that occur daily amongst staff members regarding student learning and wellbeing. The principal acknowledges the importance of formalising opportunities for staff members to share, discuss and observe effective practice to enhance teaching and learning knowledge and provide feedback through observation, mentoring and coaching processes. The principal articulates the intention to collaboratively develop a collegial engagement framework to summarise these processes.

**The principal discusses the importance of using learning intentions and success criteria to further engage students in their learning.**

The principal acknowledges the development of student learning goals as important in assisting students to take ownership of their learning. Students discuss receiving regular and timely feedback and how this is able to support them to identify the next steps to make progress in their learning. Staff members describe working collaboratively with students to develop learning goals. Staff members are exploring the use of ‘Bump it up’ walls to support this work. The principal articulates the intention to support staff members in engaging students to develop as assessment-literate learners.



**The principal and staff members proactively seek ways to increase student learning and wellbeing by working with a range of community members and groups.**

The school, led by the principal, is an active participant in the 0-5 Early Years Focus Group in the North Coast Region (NCR). This group includes a range of schools, local health organisations and early learning and family support organisations, such as BUSHkids. BUSHkids is an active supporter of the eKindy pod. The school has a dedicated room for this program. In addition, the school conducts playgroup each week. A staff member leads the implementation of a phonemic awareness program in the playgroup, Kindergarten program and Prep, Year 1 and Year 2 room. This work seeks to reduce children's vulnerability, particularly in the cognitive domain, prior to commencing school and provides for continuity of learning.

**The school facilities and grounds are spacious, welcoming and well maintained.**

Buildings are neatly presented and support the open and calm feel of the school. Classrooms present as bright, colourful and engaging environments, with displays of student work and artefacts to support learning and wellbeing. Classrooms and learning areas are complemented by an office and staffroom in original, high set timber buildings. Classrooms include a range of flexible furniture to accommodate a variety of student learning styles. Outdoor areas include gardens, playgrounds, open space and a covered playing court. Staff members, students and parents articulate pride in their work and commitment to maintain and improve the presentation of the school environment.





## 2.2 Key improvement strategies

Strengthen staff member understanding and use of the identified whole-school pedagogical approaches and practices to enhance teaching and learning.

Deepen staff member knowledge and understanding of the AC, including the general capabilities and cross-curriculum priorities, to promote consistent curriculum delivery across the school.

Share the recently finalised inclusion policy with all members of the school community to develop a shared understanding of the vision for inclusion.

Collaboratively review and implement a collegial engagement framework to formalise observation and feedback processes for all staff members to work with and learn from each other.

Develop the capability of staff members to engage all students as assessment-literate learners through the use of goal setting, feedback, learning intentions and success criteria.