

Biggenden 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 **Biggenden State School** from **20 to 22 March 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 which prioritise future directions for improvement.

The 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 SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Stephen Bobby	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Frederick Street, Biggenden
Education region:	Central Queensland Region
Year opened:	1892
Year levels:	Prep to Year 10
Enrolment:	137
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	932
Year principal appointed:	2013
Full-time equivalent staff:	13.59
Significant partner schools:	Nil
Significant community partnerships:	Sponsorship by FoodWorks, Biggenden Apex Club and Biggenden Meatworks for breakfast club
Significant school programs:	The Grind Coffee Shop, Stephanie Alexander Kitchen Garden program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, master teacher, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), 10 classroom teachers, guidance officer, two administration officers, four teacher aides, chaplain, schools officer, seven student leaders and 10 students.

Community and business groups:

- Parents and Citizens' Association (P&C) vice president, two executive members and ten parents.

Partner schools and other educational providers:

- Local early childhood representative.

Government and departmental representatives:

- Local councillor, ARD, local hospital community representative and school nurse.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan
Headline Indicators (October 2016)	School Data Profile (October 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey



2. Executive summary

2.1 Key findings

The school has a positive tone and a sense of community.

There is an expectation that every student will learn and achieve positive outcomes. Classrooms are orderly and inviting. Classroom behaviour observed during the review was calm and orderly across the school.

Some staff members and parents identify that communication and interactions both internal and external to the school are areas for improvement.

Vertical and horizontal communication are viewed as areas for significant development and improvement to assist in ensuring all communications within and across the school community are received, understood and enacted.

The Australian Curriculum (AC) is delivered through Curriculum into the Classroom (C2C) resources.

Each term time is set aside for teachers to collaborate in professional discussions regarding curriculum planning. Some staff members indicate they would like formal and facilitated planning processes to refine and adapt the units of work and to develop their depth of knowledge of the AC. Consistent scheduling, allocations of time to key learning areas and staff member roles in planning processes are yet to be fully developed.

The principal has established an Explicit Improvement Agenda (EIA) in writing.

This agenda is known by staff members. Explicit targets for improvements in student Levels of Achievement (LOA) are yet to be established and communicated to staff members, students, parents and the community. The extent to which the EIA has been actioned by staff members and communicated to parents and the wider community is less clear.

The pedagogical framework identifies the research base of the Dimensions of Teaching and Learning (DoTL).

The school has adopted Fleming's¹ Explicit Instruction (EI) model as its preferred pedagogical practice. Most teachers can identify this practice. Full implementation of EI is yet to be fully embraced and embedded across Prep to Year 10. Some teachers use a mix of approaches and pedagogies.

¹ Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.



Five weekly data conversations are conducted between teachers and the principal.

Discussions generated from this data review are used by some teachers to inform teaching practice. Some teachers comment that there is little change in their classroom practice as a result of these discussions. Levels of staff data literacy are unclear.

The school seeks ways to enhance student learning and wellbeing by partnering with parents and families, and other education and training institutions.

Partnerships are established with local businesses and community organisations that support various projects and activities to support students and enhance learning opportunities. The community demonstrates a measure of pride in the school and embraces the school's history and traditions, particularly the forthcoming 125 years celebrations.



2.2 Key improvement strategies

Revisit all communication and interaction protocols to ensure they are respectful, timely professional and contribute to a common purpose and direction.

Strengthen the implementation of the AC through a rigorous planning process that includes all key learning areas to ensure the enacted curriculum meets all mandatory requirements for Prep to Year 10.

Work with regional personnel to develop school-wide processes to address staff induction, performance management and professional renewal.

Collaboratively develop a sharp and narrow EIA, accompanied by explicit targets, precise timelines and celebration junctures.

Review the pedagogical framework to document and embed the agreed, consistent teaching practices of the school.