

# Bauple State School

## Executive Summary



School  
Improvement  
Unit





## 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 .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bauple State School** from **30 to 31 October 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer, SIU



## 1.2 School context

<b>Location:</b>	Forestry Road, Bauple
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1901
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	46
<b>Indigenous enrolment percentage:</b>	13 per cent
<b>Students with disability enrolment percentage:</b>	10.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	932
<b>Year principal appointed:</b>	2017
<b>Full-time equivalent staff:</b>	2.2
<b>Significant partner schools:</b>	Gundiah State School, Glenwood State School, Tiaro State School, Parke State School
<b>Significant community partnerships:</b>	Kids Club, Bauple Recreation Grounds, Bauple Scout Group, Tiaro & District Landcare Group Field Day, Tiaro Returned and Services League of Australia (RSL)
<b>Significant school programs:</b>	Art Therapy, Student Council, Sporting Schools, School Camps, Buddy Reading program, Rapid Reading Program, You Can Do it! (YCDI) - Keys to Success (Program Achieve)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM) – small schools, Head of Special Education Services (HOSES), guidance officer, specialist teacher, two teachers, four teacher aides, Parents and Citizens' Association (P&C) president, secretary and treasurer, tuckshop convenor, cleaner, 10 parents and 24 students.

Community and business groups:

- Bauple Recreation Grounds President.

Partner schools and other educational providers:

- Principals of Aldridge State High School and Tiaro State School.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	School Data Profile (Semester 2, 2017)
Student learning goals profile	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Reading Comprehension planner	School Opinion Survey
Headline Indicators (Semester 1, 2017 release)	Student Reading Journal



## 2. Executive summary

### 2.1 Key findings

**The principal and staff members are focused on building positive and caring relationships between themselves, students and parents.**

The learning environment is tolerant, respectful and inclusive with all members of the school community collaborating to improve learning and wellbeing outcomes for students. Students speak positively of the small school culture within their community that enables them to play and work with the full age range of students. They speak highly of staff members and the care they afford them.

**All staff members articulate a collegial culture and sense of team.**

Teachers in the school are highly competent in the fields in which they teach and are well regarded by students and parents alike. They are committed to the continuous improvement of their own teaching and participate willingly in professional learning, informal sharing of practice and resources and moderation of student work. Teacher aides work in partnership with teachers to deliver the curriculum and learning interventions for students.

**The principal and staff members have a commitment to improving the learning outcomes for all students in the school.**

The school's stated Explicit Improvement Agenda (EIA) is reading. The agenda outlines strategies, actions, broad targets, timelines and the responsible officers for the implementation of this improvement area. Explicit targets with term-by-term timelines to measure the effectiveness of the implementation of the reading improvement agenda are yet to be established to provide teachers with information regarding the effect of their practice in this area.

**The principal articulates the importance of reliable student data as essential to improvement in student learning.**

Some school data is presented in staff meetings and an analysis of student data pertaining to benchmark achievement has occurred. In-depth discussions regarding teaching practices, trend data and student data over time are less apparent. The quality of data interrogation to inform adjustments to teaching delivery varies according to the data literacy levels of individual teachers.

**Teaching staff members clearly articulate the use of effective teaching practices and describe how they incorporate these in their day-to-day teaching routine.**

All staff members articulate working closely together in classrooms. The informal sharing of practice and the giving and receiving of feedback are regular and ongoing in this environment. The school is yet to develop a regular, formal approach to providing feedback to all staff members regarding the delivery of agreed pedagogical strategies.



**The school is building a plan for the delivery of the Australian Curriculum (AC).**

The regional English initiative is influencing how teachers deliver curriculum to students throughout the school. The multi-age context of the school complicates the monitoring of learning across the year levels and the school is yet to develop a plan to support and quality assure the sequenced and coherent delivery of curriculum throughout the years of schooling.

**All staff members support students to develop positive interactions between peers and engage in their learning.**

The review of the Responsible Behaviour Plan for Students (RBPS) is promoting clear strategies and expectations for appropriate behaviour. The principal is aware of the need for an ongoing and sustained focus by all staff members on building and differentiating their classroom practices to accommodate the needs of students.

**Parents and families are recognised as integral members of the school community and partners in their child's education.**

The principal and staff members recognise the importance of working in partnership with parents and the wider community to maximise the learning and wellbeing outcomes for students. Most parents interviewed report that they are satisfied with the school and how it meets the individual learning needs and social emotional needs of their child.



## 2.2 Key improvement strategies

Maintain the sharp and narrow focus of the current EIA including a process to monitor and evaluate the effectiveness of school initiatives and programs in producing the desired improvements in student learning and performance.

Provide opportunities, including regular focused data analysis meetings, to further develop staff member data literacy skills in interpretation, analysis and use of data to monitor the effectiveness and consistency of teaching practice.

Develop a systematic process to gather evidence and provide feedback on teacher capacity in using the school-identified signature pedagogies that enables staff members to routinely reflect on the effectiveness of these practices in improving student learning outcomes.

Collaboratively develop a whole-school curriculum plan including processes to track, monitor and audit the enacted curriculum and its alignment to the AC and the sequence of delivery across the years of schooling.

Embed the school's RBPS for students with an emphasis on professional learning for staff members enabling them to continuously build on their repertoire of practices to support the learning and wellbeing needs of all students and families.