Biloela State High School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Biloela State High School** from **01 May** to **03 May 2018**.

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

Peter Grant	Internal reviewer, SIU (review chair)
Jenny Maier	Senior internal reviewer, SIU
Julie-Ann McCullough	Peer Reviewer

1.2 School context

Location:	Corner Scoria Street and Gladstone Road, Biloela
Education region:	Central Queensland Region
Year opened:	1963
Year levels:	Year 7 to Year 12
Enrolment:	593
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	959
Year principal appointed:	2018
Full-time equivalent staff:	68
Significant partner schools:	Biloela State School, Goovigen State School, Jambin State School, Mount Murchison State School, Prospect Creek State School, Thangool State School
Significant community partnerships:	Batchfire, Queensland Minerals and Energy Academy (QMEA), Start Uni Now, School based traineeships
Significant school programs:	Awards Scheme Development and Accreditation Network (ASDAN), Accelerated Curriculum Enrichment (ACE)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, eight Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, 29 teachers, Business Manager (BM), computer technician, chaplain, eight teacher aides, 79 students, tuckshop convener and eight parents.

Partner schools and other educational providers:

- Principal Biloela State School and principal St Joseph's Catholic Primary School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Semester 1, 2018)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Curriculum planning documents	Annual Performance Development Plans
School improvement targets	School Pedagogical Framework
School newsletters and website	School Opinion Survey
School Facebook page	Responsible Behaviour Plan for Students
Explicit Instruction Phases and Indicators matrix	School based curriculum and assessment unit planning sheets

2. Executive summary

2.1 Key findings

The leadership team and staff members have a shared belief in the capability of all students to be successful learners.

High priority is given to building and maintaining positive and caring relationships between staff members, students and parents. Students and staff members have an obvious sense of belonging. Parents are welcomed and staff, students and parents speak highly of the school.

The school has recently adopted the Collins Writing Program[1] as part of its approach to improving student outcomes through the explicit teaching of writing across the curriculum.

A Professional Learning Community (PLC) for writing, including teachers from a range of faculties, is established. The role of this group is to drive and support implementation of the writing agenda. Ongoing Professional Development (PD) is delivered at staff and faculty meetings and teachers have opportunities to share practice. The Collins Writing Program Type 1 and Type 2 types of writing are the current focus and are widely apparent in classrooms.

Teachers are supportive of the direction of the school improvement agenda.

Teaching staff members acknowledge that the work being done across the school is important to improving student outcomes over time. Staff members and school leaders recognise that the Explicit Improvement Agenda (EIA) may require a sharper and narrower focus. Many teachers articulate that a focus on developing a positive school culture is integral to achieving targets associated with the other identified priorities.

The executive leadership team identifies the monitoring of progress towards targets to determine the effectiveness of programs as essential to the improvement agenda.

School leaders analyse performance data for the full range of students, including students from social inclusion priority groups, and considers the trends in student academic outcomes, National Assessment Program – Literacy and Numeracy (NAPLAN) and attendance. A school-wide process for the monitoring of progress towards targets over time is yet to be developed.

The school recognises the importance of maintaining a calm and orderly learning environment to maximise student outcomes.

School leaders, staff members and students identify the need for a review of the school's approach to behaviour management and the Responsible Behaviour Plan for Students (RBPS) in order to ensure clarity and consistency in managing student behaviour.

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[1] Collins, J. J. (2007). *The Collins writing program: Improving student performance through writing and thinking across the curriculum*. Collins Education Associates.

Staff members acknowledge the importance of accessing data to know their students.

The level of confidence in the review, analysis and interrogation of data to inform teaching and learning varies amongst staff members. The deeper interrogation of data to inform specific teaching practice is emerging.

School leaders and teachers have identified what teachers should teach and what students should learn.

Curriculum, assessment and reporting plans at faculty level, based on the Australian Curriculum (AC) and relevant Queensland Curriculum and Assessment Authority (QCAA) syllabuses, clarify what teachers should teach and when it is to be taught. The school is yet to develop a whole-school curriculum plan.

Teaching practices reflect the belief that every student can be successful.

Teachers draw upon a range of data to know their students and design teaching and learning to meet their diverse needs. Teachers describe a wide range of approaches and delivery methods for differentiated teaching and assessment. A consistent whole-school approach to differentiation is yet to be developed.

All teaching and non-teaching staff members participate in the Annual Performance Development Plan (APDP) process.

In their individual APDPs, staff members identify Specific Measurable Achievable Relevant Timely (SMART) goals linked to the Annual Implementation Plan (AIP) in addition to individual professional requirements. A review of progress occurs on an annual basis. A professional learning plan based on the APDP process and identified school priorities is yet to be developed.

Information and Communications Technologies (ICT) are valued and viewed by many staff members as important for contemporary teaching and learning.

The current fleet of National Secondary School Computer Fund (NSSCF) devices is reaching end-of-life and the school has introduced a Bring Your Own Device (BYOD) policy this year. School leaders acknowledge that the take up of BYOD has to date been below expectation.

The school leadership team, parents, staff members and students articulate pride in the school.

School leaders actively seek ways to enhance student learning and wellbeing by partnering with parents, families, local businesses and community organisations. Engagement with, and participation in, the wider community are central to the ethos of the school.

2.2 Key improvement strategies

Narrow and sharpen the focus of the improvement agenda; include timelines and targets, and incorporate Quality Assurance (QA) processes to monitor ongoing progress over time.

Collaboratively develop a whole-school framework for behaviour to ensure clarity and consistency across the school.

Provide PD to teaching staff to further develop their capability in analysing, interpreting and interrogating a range of data to explicitly inform teaching and learning.

Collaboratively develop and implement a professional learning plan based on the APDP process and identified school priorities.

Collaboratively develop and implement a whole-school systematic approach to differentiation.

Further promote the BYOD initiative to maximise uptake by families and enable the progression of a contemporary eLearning agenda across the school.