Biloela State High School

Executive Summary

School and Region Reviews

Queensland
Government
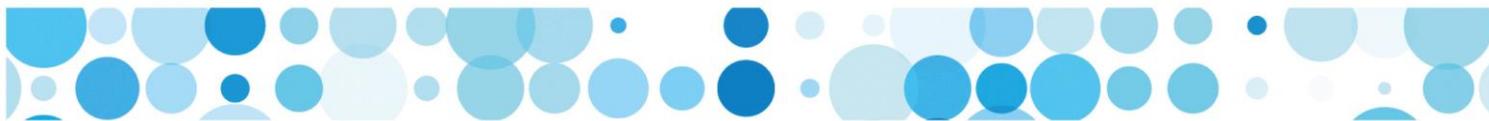
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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Biloela State High School** from **6** to **8 September 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Review team

Cameron Wayman	Internal reviewer, SRR (review chair)
Chris Pocock	Peer reviewer
Berte Barbe	External reviewer
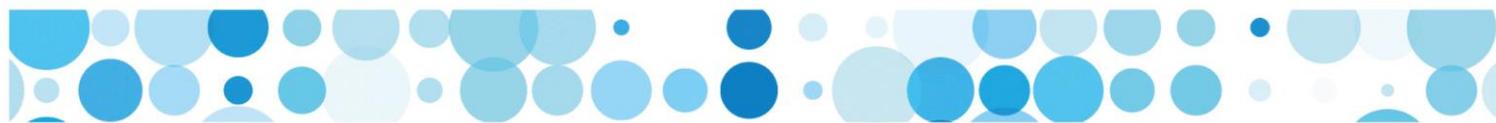
1.2 School context

Indigenous land name:	Gangulu
Location:	Cnr Scoria Street and Gladstone Road, Biloela
Education region:	Central Queensland Region
Year levels:	Years 7 to 12
Enrolment:	549
Indigenous enrolment percentage:	9.4 per cent
Students with disability percentage:	20.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	960
Year principal appointed:	2020
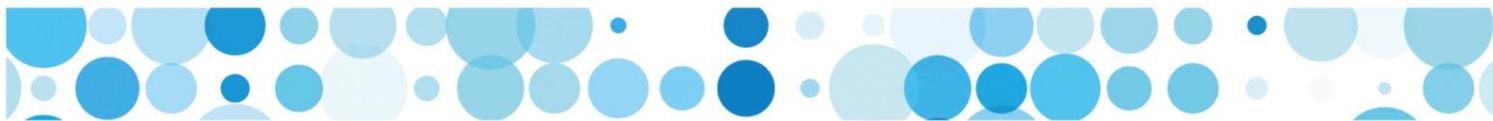
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, six Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, 34 teachers, grounds person, scientific technician, two computer technicians, agricultural assistant, facilities officer, Industry Liaison Officer (ILO), Community Education Counsellor (CEC), four administration officers, seven teacher aides, 50 students and 22 parents.

Community and business groups:

- Police-Citizens Youth Club (PCYC) branch manager, Banana Shire Community Resource Centre (CRC) senior program advisor and Parents and Citizens' Association (P&C) president and secretary.

Partner schools and other educational providers:

- Biloela State School principal, Thangool State School principal and St Joseph's Catholic Primary School representative.

Government and departmental representatives:

- State Member for Callide and ARD.
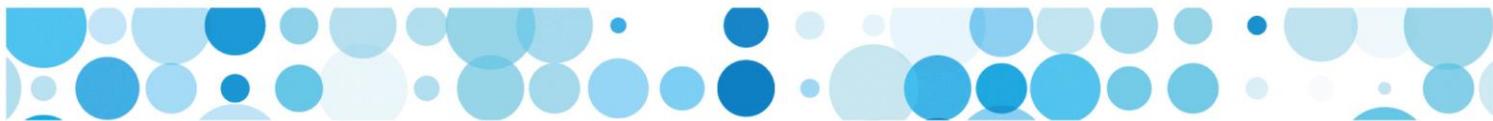
2. Executive summary

2.1 Key findings

Leaders and teachers discuss student learning success and high-level outcomes at the completion of Year 12.

In 2021, 93.9 per cent of students who completed Year 12 were engaged in education, training or employment in the following year. 98.5 per cent of Year 12 students attained either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA) at the completion of the 2021 school year. 15 students achieved an Australian Tertiary Admission Rank (ATAR) greater than 90.0, with one student achieving higher than 99.0.

Mentoring is provided for beginning teachers to support them as they embark on their new career.

Beginning teachers are supported by members of the Executive Leadership Team (ELT) and Heads of Department (HOD) in their first semester at the school through observations and the beginning teacher program. Teacher voice in determining the agenda for beginning teacher meetings is identified as contributing to the success of the program. Many beginning teachers speak positively of the support and overall effectiveness of this induction program to assist them in their early years of teaching.

A data plan has been published that outlines actions to undertake to monitor whole-school processes.

School leaders analyse and discuss a range of whole-school academic, behavioural, attendance and wellbeing data sets to monitor overall school performance and trends in student achievement. The current data plan identifies the monitoring tasks and data requirements for key staff groups. A comprehensive data plan that outlines the full range of data is yet to be developed and utilised. The ELT expresses enthusiasm for reviewing the current data plan to include timelines for collection, responsible personnel and the expectations for storage, analysis and interpretation of data sets to inform the future direction of the school.

Leaders express a commitment to improving student learning outcomes.

Many leaders are new to their promotional position or are yet to experience leadership in another school setting. Some leaders express a desire for greater levels of coaching and development to further their own leadership repertoire. Some leaders express uncertainty in their role in supporting school initiatives and priorities. They articulate a desire for greater understanding of how they may contribute to supporting these initiatives and priorities. Instructional leadership via the leadership team's focus on making the core business of teaching and learning the Explicit Improvement Agenda (EIA) is yet to be clearly understood.

Leaders articulate the need for clear whole-school expectations for research-based teaching practices.

Teachers are able to identify their use of the two key approaches of Explicit Instruction[1] (EI) and Visible Learning[2]. How these two key approaches work together is identified by many teachers as an area requiring further clarification. The principal identifies that unpacking and clarifying the inter-relatedness of these pedagogies to maximise student engagement and learning growth is an important next step.

Positive Behaviour for Learning (PBL) is used to support student behaviour.

Data is collected by the PBL committee in relation to whole-school behaviours. The use of this data to inform school-wide processes and practices is yet to be apparent. The PBL committee articulates the need to move towards a school-wide 'free and frequent' positive reward program for students. School leaders outline an intention to engage with the regional PBL coach in the future to support this initiative. A review of the current PBL implementation process, and the engagement of all staff and students with this process, is being considered by the ELT.

Staff members recognise that students present at different stages and learn at different rates.

Teachers acknowledge that all students are capable of success when provided with motivating work at their level. Leaders are yet to establish whole-school processes to support teachers to challenge and extend high-achieving students. Many leaders and teachers comment that Individual Curriculum Plan (ICP) processes and their role in the development, monitoring and review of these plans is yet to be well-defined. The ELT highlights that a documented ICP process in place, and acknowledge the need to re-visit and publish whole-school agreed ICP processes.

A detailed whole-school curriculum, assessment and reporting plan has been developed.

Staff demonstrate sound knowledge of the intended curriculum and how to use Level 3 planners to inform teaching and learning. They identify that the 'know your class' section and differentiation columns provide effective stimulus when considering differentiation for individual students. Staff and students share that in all classes there is a specific learning intent and success criteria for each lesson to further engage and enhance teaching and learning.

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[1] Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: effective and efficient teaching.* Guilford Press.

[2] Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy, Grades K-12.* Corwin.
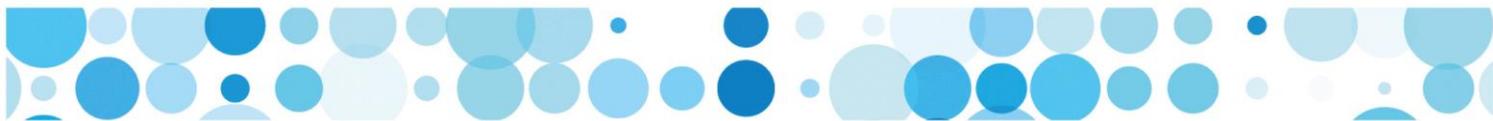
The school has actively sought to create a range of partnerships with the wider community.

The Industry Liaison Officer (ILO) manages an extensive program of work experience for local students and those who enrol in distance education from overseas. The school is a member of the Banana Shire Community Resource Centre (CRC) which supports students with a verified disability to access and participate in the curriculum. Purposely designed relationships with all the smaller feeder primary schools facilitate an extensive Year 6 to Year 7 transition. Partnerships with a number of universities enable students on a tertiary pathway to explore their post-schooling options. Representatives of community organisations speak highly of the relationships they have with the school and the benefits that working together has on positive educational outcomes.

2.2 Key improvement strategies

Develop and implement a data plan in line with Department of Education (DoE) expectations.

Develop and enact instructional leadership that allows for the leading of teaching and learning to be translated into classroom practice.

Clarify and strengthen teacher understanding of the relationship between EI and Visible Learning as key pedagogical approaches.

Review and monitor the impact of PBL to ensure maximum engagement by staff and students resulting in the delivery of the program with integrity.

Collaboratively develop and implement whole-school ICP processes, including the roles and responsibilities of all stakeholders.