



School Improvement Unit Report

Bucasia State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Bucasia State School from 8 to 10 March 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	76 Kemp Street, Bucasia
Education region:	Central Queensland
The school opened in:	1985
Year levels:	Prep to Year 6
Current school enrolment:	371
Indigenous enrolments:	13.4 per cent
Students with disability enrolments:	2.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982
Year principal appointed:	2009
Number of teachers:	15.11 (full-time equivalent)
Nearby schools:	Eimeo Road State School, Mackay Northern Beaches State High School, St Brendan's Catholic Primary School Mackay
Significant community partnerships:	Helping Hands Outside School Hours Care, Queensland Community Health
Unique school programs:	IMPACT learning group



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director, Cath Lalor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Deputy principal, Support Teacher Literacy and Numeracy (STLaN), master teacher
 - Cumberland Learning Centre (CLC) teacher
 - 19 class teachers and specialists
 - Nine teacher aides
 - 15 Parents
 - Two administration officers
 - Business Services Manager (BSM)
 - 33 students
 - Parent and Citizens' Association representatives (P&C)
 - Head of junior secondary – Mackay Northern Beaches State High School
 - Tuckshop convenor
 - Helping Hands Outside School Hours Care coordinator
 - State Member for Whitsunday – Mr Jason Cositgan

1.4 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Margaret Berry	Peer reviewer
Dave Manttan	External reviewer



2. Executive summary

2.1 Key findings

- The school has experienced change in the school's leadership during the past 12 months.

Through enrolment growth the appointment of a full time deputy principal and a 0.5 FTE master teacher has occurred. Several members of the leadership team are new to the school or to their respective roles within the school.

- The school leadership team is committed in their pursuit of improved learning outcomes for students.

The leadership team and teachers support the development of this agenda and there is evidence of a whole school focus. All teachers are able to articulate the school improvement agenda.

- Teachers demonstrate a willingness to utilise data to inform their teaching and identify starting points for student learning.

The Central Queensland Student Support System (CQ3S) data base assists teachers in the analysis of some of their classroom data. Diagnostic data is stored in OneSchool. Teachers indicate additional student data is stored in class mark books. Some staff members have created data storage spreadsheets.

- Data meetings are conducted each term between the leadership team and class teachers.

Whole year levels' student data are collated at the end of each school year to inform planning for the next year. A schedule of data collections is provided for teachers and includes a broad range of benchmarks for student achievement across the years of schooling.

- The school has a well-established Positive Behaviour for Learning (PB4L) process

The PB4L process is informed by the collection of behaviour data that is centrally stored in OneSchool.

- Staff members and students interviewed spoke positively of the relationships in the school which support learning.

Classrooms are orderly and purposeful with significant displays of student work, which are linked to the school's improvement agenda and teachers have provided charts to assist student learning. Teachers respectfully manage students while supporting and encouraging student learning with a belief that all students can be successful learners.



- School leaders and teachers regularly visit classrooms.

Teachers display an openness to colleagues who are visiting classrooms for observation of their teaching practices.

- The four year implementation process of Explicit Instruction (EI) model has resulted in consistent teaching practice across the school.

EI implementation has been supported by an external consultant and this has resulted in consistent teaching practice across the school. This is most evident in Prep to Year 3 and there is substantial daily practice in Year 4 to Year 6. Modelling and teacher feedback by the external consultant has supported implementation.

- There is evidence that the school is delivering the full scope of mandated curriculum and expectations of learning.

There is evidence of alignment of curriculum, assessment and reporting.

- All members of the school community note a high level of collegial support within the school.

Most teachers are open to constructive feedback and express a desire for more coaching and feedback.



2.2 Key improvement strategies

- Embed the current improvement agenda prior to changing to a new improvement priority
- Collaboratively define the roles and responsibilities of the school leadership team align to the school improvement agenda. Ensure wide dissemination to the school community.
- Develop school wide processes to reinforce high expectations for student learning.
- Improve the quality assurance process to ensure consistency of classroom practice, implementation of school programs and effectiveness of professional learning.
- Develop the leadership and expertise of a learning support team to build teacher and teacher aide capacity in provide targeted learning intervention.
- Develop an appropriate and effective model for feedback to students on their work which makes clear the actions students need to take to make further learning progress.