Bucasia State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Bucasia State School** from **9** to **11 September 2020**.

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

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Murray Gleadhill	Peer reviewer
Rob Lee	External reviewer

1.2 School context

Location:	Kemp Street, Bucasia	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	440	
Indigenous enrolment percentage:	11 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	4.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982	
Year principal appointed:	2009	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principals, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), Science, Technology, Engineering and Mathematics (STEM) coach, 23 teachers, Business Manager (BM), administration officer, six teacher aides, 50 students and 32 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, P&C Outside School Hours Care (OSHC) coordinator, tuckshop convenor and Adopt-a-Cop.

Partner schools and other educational providers:

- Mackay Northern Beaches State High School principal, Eimeo Road State School principal, Bucasia Kindergarten director and Mackay Northern Beaches State High School – Special Education Program (SEP) Head of Department (HOD).

Government and departmental representatives:

- Councillor for Mackay Regional Council, Principal Advisor: Capability and Inquiry, Principal Advisor: Indigenous English as an Additional Language or Dialect (IEAL/D), Child Safety Officer from Department of Child Safety, Youth and Women and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School budget overview
OneSchool	2020 Priority: English/Reading
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Accountability Chart 2020
Roles and responsibilities document	Inquiry planners
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

Teachers articulate the belief that all students are capable of learning successfully.

A strong feature of the school is the clear dedication to the students, led and modelled by the leadership team, and reflected in the behaviours and attitudes of staff members. Parents express appreciation for the support provided by staff members to their child.

A culture of continuous learning for all staff members is fostered by the leadership team.

Teachers express that they welcome the feedback received from school leaders and colleagues and the encouragement they are provided with to further develop their skills through Watching Others Work (WOW) and learning walks. This documented process is supported by the leadership team with additional time for teachers to share and discuss their observations, articulating how ideas can be incorporated into their own classroom practices and repertoire of skills. WOW covers a range of classroom practices including curriculum, behaviour, classroom management and catering for individual needs.

School leaders are focused on improving the academic achievement, attendance, behaviour and wellbeing of students.

The Explicit Improvement Agenda (EIA) is reading. The school has maintained a focus on reading over the previous four years and articulates a need to further refine this work to provide all teachers with greater clarity regarding 'learning to read' and 'reading to learn'. The leadership team recognises the complexity of the annual strategic planning documents and the need for a more focused approach. School leaders are yet to articulate a clear process for identifying when the school has embedded reading and is able to move to a new agenda.

A strong belief in student performance data as an essential part of the school improvement agenda is articulated by school leaders.

Explicit school targets relating to student Levels of Achievement (LOA) are identified in the Strategic Plan 2017–2020 for English and mathematics. Leaders facilitate meetings with year level cohorts each term to manage data collections from pre- and post-unit assessment tasks and diagnostic tools, particularly in English and mathematics. This data informs differentiation during each unit of work and next steps in learning for students. Teacher awareness of the importance of data analysis to develop a deeper understanding of student needs and next steps in learning varies across the school.

The leadership team is focused on supporting teachers to plan for differentiation.

Teachers focus on understanding where students are in their learning, including through the utilisation of data to identify starting points to teaching. The critical content planners include a new differentiation planning tool, encouraging teachers to plan for differentiation at every layer of teaching. Teacher knowledge of high quality differentiation practices in the classroom varies across the school.

Teaching staff members are encouraged to take responsibility for the learning of all students in their classroom.

Staff members monitor the progress of students, including those students requiring focused and intensive support. Some teaching staff articulate a range of strategies they utilise to support all students. Some teachers reference other staff members when identifying how students are supported in their classroom. The leadership team articulates the importance of reviewing the inclusive education practices, encouraging all staff members to take responsibility for all students.

The curriculum documents highlight the importance of the teaching of reading, reflecting the school's EIA.

The school has developed a reading booklet that provides teachers with information regarding how they are expected to teach reading. Included in the reading booklet and visible in some classrooms is the Bucasia Reading Star, articulating a range of strategies and teaching prompts to help students learn to read. The leadership team identifies the importance of embedding aspects of the English unit into the expected literacy lesson components. Some staff identify the need for greater clarity in this work.

The Head of Curriculum (HOC) has led the development of the suite of curriculum resources, working with other members of the leadership team and teachers.

Teachers are provided with a range of documents that outline for each learning area the units of work to be covered each semester. The leadership team articulates the importance of the connection between curriculum and pedagogy. The HOC and teaching staff describe how aspects of teaching or assessing are adapted to include locally relevant content.

Parents comment on the positive nature of the school and the approachability of all staff members.

Parents, staff members, students, and members of the broader community share a strong belief in the value of the education that the school provides for students. This is demonstrated in the interactions between the school partners and the pride that is reflected in the behaviour of students and the presentation of the school grounds. The school uses a broad range of communication tools and parents express their appreciation of this practice, including the use of the class newsletter, ClassDojo and Facebook. Parents value the responsiveness of the school team in supporting them and their child.

2.2 Key improvement strategies

Review processes used to develop strategic documents, ensuring there is a sharp and narrow focus on the EIA, supporting staff members to embed key signature practices.

Strengthen the data literacy of leaders and teachers, enhancing the data analysis of individual, cohort or whole-school achievement to purposefully inform decision making and teaching and learning.

Deepen teacher knowledge of effective high impact teaching practices, focused on quality differentiation in the classroom.

Review the inclusive education practices, developing a shared philosophy and encouraging all staff members to take responsibility for all students.

Review the whole-school approach to the teaching of reading, including a consistent method during the 'learning to read' phase and build teacher clarity between the teaching of English and reading.