

Burnett State College

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Burnett State College** from **9 to 11 February 2021**.

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.

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

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

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Shona McKinlay	Internal reviewer
Wayne Troyahn	Internal reviewer



1.2 School context

Location:	Pineapple Street, Gayndah	
Education region:	Central Queensland Region	
Year levels:	Year 7 to Year 12	
Enrolment:	208	
Indigenous enrolment percentage:	20 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	947	
Year principal appointed:	July 2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, three Heads of Department (HOD), Business Manager (BM), guidance officer, Head of Special Education Services (HOSES), 18 teachers, four teacher aides, two administration officers, two schools officers, cleaner, School Based Youth Health Nurse (SBYHN), chaplain, 17 parents and carers and 56 students.

Community and business groups:

- Representative from Brian Pastures Research Facility.

Partner schools and other educational providers:

- Principal of Gayndah State School, principal of Mundubbera State School and principal of Biggenden State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Investing for Success 2020	School Opinion Survey
Strategic Plan 2018-2021	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School newsletters and website	Curriculum planning documents
Annual Implementation Plan 2020 and 2021	Headline Indicators (October 2020 release)
Student Code of Conduct	



2. Executive summary

2.1 Key findings

The leadership team understands and prioritises the importance of developing teacher capability to improve student learning outcomes.

College leaders envisage that the emerging priority of ‘the 3 Cs’ (Collegial, Collaboration and Coaching) will assist in developing a culture of continuous improvement. The goal here is to develop processes to engage teachers in collaborative discussions to build a school-wide professional team, with a shared responsibility for student learning and the building of teacher capability.

Leaders express a commitment to developing an engaging and relevant curriculum for all students.

The college’s junior curriculum is based on the Australian Curriculum (AC) in all subject areas. Teachers describe the use of Curriculum into the Classroom (C2C) materials in their planning. College leaders articulate that in senior secondary, a range of General and Applied subjects is offered, including some students accessing subjects through Schools of Distance Education (SDE). Leaders of the college identify that the curriculum is designed to meet the needs of the full range of students.

All staff members articulate the importance of providing young people with a quality education.

Leaders are committed to providing opportunities that lead to improved learning and wellbeing outcomes for students. Explicit Instruction (EI) and the 3 Cs comprise the Explicit Improvement Agenda (EIA) for 2021. Some staff identify a desire for greater understanding of the need for, types of, and importance of, collegial engagement. Leaders have a statement of roles and responsibilities presented in terms of strategic and operational areas. A set of associated accountabilities is yet to be developed. The principal acknowledges the need to establish Quality Assurance (QA) practices to guide the implementation of all college projects.

Staff members are focused on providing a safe and supportive environment for all students.

A priority is placed on student wellbeing. Positive Behaviour for Learning (PBL) is being enacted within the school, with key PBL messaging prominently displayed throughout the campus. Some parents and some teachers articulate a degree of concern regarding consistency of implementation of agreed behaviour management procedures. Some staff identify the need for ongoing Professional Development (PD) leading to successful implementation of PBL.



The principal and staff of the college demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Staff members articulate the importance of consistency and communication. Some staff identify the need for clear, concise, and transparent modes of communication across the college to enhance their understanding of school and systemic priorities.

The leadership team identifies the use of effective teaching strategies throughout the college as crucial to the provision of a supportive learning environment.

College leaders acknowledge the importance of implementing processes to promote the consistent use of agreed practices and their enactment in classrooms. Some staff members identify the need for ongoing capability development focused on pedagogy.

Active connections have been developed with local businesses, surrounding schools and community organisations to support student learning, wellbeing and pathways beyond the school.

These partnerships are valued by staff, students and parents. The college works to involve the community in school activities and events. Some members of the school community articulate a level of concern regarding what they perceive as a declining public image of the college, and express a desire for the school to be viewed in a more positive light.

Teachers and school leaders convey a commitment to success for all students in their learning.

Leaders articulate the importance of classroom teachers understanding and addressing the needs of individual students in their day-to-day classroom teaching. There is a college-wide expectation that teachers 'know their students' and support students in all aspects of their learning. This guides the analysis of data and planning discussions between teachers and school leaders.

The college seeks to apply all resources in a targeted manner to meet the learning and wellbeing needs of all students.

A range of flexible curriculum delivery structures is developed to support the full range of learners. These include face-to-face lessons, online learning, and School-based Apprenticeships and Traineeships (SATs) for students in Years 11 and 12. The college has a range of facilities including agricultural centre, music centre, and modern library. Leaders highlight the importance of offering engineering programs in the former Technical and Further Education (TAFE) facility on the school site.



2.2 Key improvement strategies

Provide opportunities for members of the leadership team to develop a cohesive, coordinated and systematic approach to school improvement, including the building of capabilities to lead curriculum, teaching and learning.

Review and strengthen the statement of roles and responsibilities for college leaders to include key actions, implementation timelines and key deliverables in all areas of the college's Annual Implementation Plan (AIP).

Strengthen staff member understanding of and commitment to implementing PBL with fidelity, through provision of a differentiated PD program, in addition to QA of processes and procedures.

Collaboratively create and enact a suite of protocols and norms leading to inclusive, clear, coordinated and timely communication processes across the college.

Build teacher capacity in and develop a common understanding of expected pedagogical processes and practices.

Develop and enact considered strategies to build community confidence in the college.