

Burnett State College

School Review Report



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Burnett State College** from **4 to 6 October 2017**.

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

John Bosward	Internal reviewer, SIU (review chair)
Heather Murry	Peer reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Pineapple Street, Gayndah
Education region:	Central Queensland Region
Year opened:	1963
Year levels:	Year 7 to Year 12
Enrolment:	249
Indigenous enrolment percentage:	19 per cent
Students with disability enrolment percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954
Year principal appointed:	2016
Full-time equivalent staff:	23
Significant partner schools:	Mundubbera State P-10 School, Biggenden State School P-10, Gayndah State School, St Joseph's Catholic Primary School
Significant community partnerships:	Brian Pastures Research Facility
Significant school programs:	Brian Pastures Research Facility: Certificate II and III in Agriculture



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, three Heads of Department (HOD), two Special Education Program (SEP) teachers, 16 teachers, Business Manager (BM), tuckshop convenor, master teacher, 17 students, guidance officer, 15 parents, six teacher Aides, administrative officer, chaplain and Head of Special Education Services (HOSES).

Community and business groups:

- Parents and Citizens' Association (P&C) president, local Indigenous community member, local Indigenous Elder and youth support worker.

Partner schools and other educational providers:

- Principal of Binjour Plateau State School.

Government and departmental representatives:

- Mayor of North Burnett Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
School Opinion Survey	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
AIP Theme Summary 2017 - 2018	Curriculum planning documents
School improvement targets	School Facebook Page
Responsible Behaviour Plan 2017	Curriculum Overview Documents
School Website	School newsletters and website
Curriculum Alignment Process Document	Burnett State College Pedagogical Framework
Burnett State College Annual Report 2016	Professional Development and Training Policy Document
Headline Indicators (Semester 2, release)	



2. Executive summary

2.1 Key findings

Conversations with staff members across the school demonstrate their commitment to improving teaching and learning practices.

Teachers speak positively about their students and actively seek ways to remove obstacles to learning. Teachers work to provide intentionally inviting classrooms where students experience a sense of safety and belonging. Some parents express the view that the work of staff members to support all students is strongly valued within the community.

School leaders view the development of staff members into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

Teachers are highly committed to the continuous improvement of their own teaching and are focused on the development of knowledge and skills required to improve student learning. Staff members are enthusiastic about their work in classrooms and have a strong commitment to student wellbeing. Classrooms display student work and provide a stimulating and welcoming learning atmosphere.

School leaders articulate the need to build positive and caring relationships between staff members, students and parents.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and the necessity to build mutually respectful partnerships across the school community. Some staff members express a desire to increase the school's collaborative decision-making processes. It is acknowledged that a strong collegial culture of trust and support is not yet fully embedded across the school.

School leaders are driving improvements in teaching and learning across the school.

Strategies to promote high expectations in improving student achievement across the school have been identified as an area of high priority by the leadership team and align to the school's current Explicit Improvement Agenda (EIA).

Staff members have developed and implemented a narrow school EIA.

The leadership team analyses school performance data over time and is aware of trends in student Levels of Achievement (LOA). This data together with anecdotal evidence has been utilised to develop the EIA. Processes for systematically monitoring and evaluating strategies for effectiveness across all aspects of the EIA are not yet clearly apparent.



The school's EIA is focused on relationships, data and differentiation.

The Annual Implementation Plan (AIP) reflects the school priorities for 2017 and articulates broad school-wide strategies to implement the EIA. A model for organisational structure including roles and responsibilities is developed. Clarity regarding the roles and responsibilities of the leadership team and key personnel in the implementation of the improvement agenda and other key priorities is emerging.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

The school's partnerships are sustainable and have become an accepted and celebrated part of the culture of the school community and partner organisations. The school's rural setting enables the provision of unique partnerships that are relevant to students' interests and aspirations.



2.2 Key improvement strategies

Build the capability of all school leaders and staff members to develop and engage in collaborative practices to enrich relationships and cultivate a strong collegial culture of mutual trust and support between staff members, school leaders and the wider community.

Engage staff and community members in ongoing conversations to determine common agreement on strategies to promote high expectations across the school.

Develop and implement tracking and monitoring processes aligned to the achievement of the current EIA that can be clearly articulated to staff members, students, parents and the community.

Clarify and communicate roles, responsibilities and accountabilities, including timelines, for all staff members in driving the EIA.