

Burketown State School

Executive Summary





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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 **Burketown State School** from **21 to 22 May 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Stephen Bobby

Internal reviewer, SIU (review chair)

Jason Manttan

Peer reviewer



1.2 School context

Location:	Beames Street, Burketown
Education region:	North Queensland Region
Year opened:	1888
Year levels:	Prep to Year 6
Enrolment:	27
Indigenous enrolment percentage:	89 per cent
Students with disability enrolment percentage:	44 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	753
Year principal appointed:	2015 – substantive Term 2, 2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	3
Significant partner schools:	Doomadgee State School, Normanton State School, Cloncurry State School, Camooweal State School, Mount Isa Central State School, Townview State School, Spinifex State College.
Significant community partnerships:	Carpentaria Land Council Aboriginal Corporation (CLCAC), Burke Shire Council
Significant school programs:	5 lesson sequence, Zones of Regulation, You Can Do It! (YCDI), Bullying No Way, BOB (Burketown Outstanding Behaviour) shop, Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP), Gangalidda Language Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Substantive principal, acting principal, special education teacher – hearing impaired, two classroom teachers, three teacher aides, six parents, Business Manager (BM) and 15 students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives, Burke Shire Council representative, Carpentaria Land Council Aboriginal Corporation (CLCAC) Gangalidda Board of Directors – Director Murrandoo Balanyi Yanner, and Gangalidda and Garawa Native Title Aboriginal Corporation Community Representative – Mangubadijarri Yanner.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 1, 2019)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation template
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

All staff are united in their approach to student learning, and committed to the belief that every student is an individual and is able to achieve positive outcomes.

The principal is a visible leader in the school and has helped shape a welcoming and supportive community whereby parents feel comfortable being involved in a range of aspects within the school. Students speak highly of the care afforded them and of the supportive nature of all staff towards them. Mutually respectful relationships exist and are developed further as teachers explore avenues for Indigenous students to learn more of their culture. This cultural competence is viewed as vitally important for all school community members.

The school is known and respected widely for its positive focus on attendance, behaviour and school uniforms.

High expectations are promoted widely and parents are supportive of this direction for the school. The school provides support as required for parents to ensure there is no barrier for students to attend school. This includes uniforms and lunchbox food, helping to eliminate previously cited reasons for non-attendance. The school has developed their own, unique system of encouraging behaviour, attendance and effort, known as B.O.B. (Burketown Outstanding Behaviour). Students articulate that the system is highly motivating.

The highly enthusiastic staff pursue every opportunity to enhance the education of all students.

The leadership team, staff and parents are committed to improved learning outcomes for all students. Staff are able to articulate the improvements they wish to see in student academic outcomes and share in celebrations when these improvements are achieved. All staff are familiar with the Explicit Improvement Agenda (EIA) and express a commitment to the anticipated improvements of student learning outcomes in the focus areas. They are able to identify specific success stories for individual students, particularly regarding student engagement and achievement in the reading improvement agenda. The leadership team articulates that most elements of the EIA are beginning to become known practices within the school's routines. They recognise that to maintain school improvement it is essential to identify where further precision can be made and the question of the next improvement focus areas needs to be addressed.

A coherent whole-school curriculum, pedagogy, assessment and reporting overview that outlines how the school addresses curriculum delivery from Prep to Year 6 has been developed by the school.

The principal acknowledges the ongoing need to help teaching staff develop a deep understanding of the Australian Curriculum (AC). Comprehensive curriculum planning is a key driver of the school's EIA and the curriculum is utilised as a basis for ongoing staff discussions regarding the best ways to maximise student academic achievement. The principal articulates that the development of cross-curriculum priorities and general



capabilities including literacy and numeracy demands, Information and Communication Technology (ICT) capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding has been identified by the school as a future focus.

Staff members pride themselves on their ability to provide personalised learning for students with a multi-age approach to student achievement, curriculum and learning needs.

The leadership team articulates the belief that it is the responsibility of all staff to work together to help all students achieve their potential and operates to embed inclusive practices at the school. They are working with all staff, through ongoing Professional Development (PD) through staff meetings and external workshops to build all staff members' understanding of inclusive classroom practices. Teachers speak highly of this learning and report that inclusive language is apparent in conversations with all staff. The leadership team indicates they are building the capability of teachers to take the primary responsibility for the support of students in their class drawing on the support, expertise and resources of regional personnel.

Teaching staff are provided with curriculum planning time, with the principal, to ensure teachers are familiar and clear regarding the expectation of what is to be taught.

The school focuses its attention on ensuring students are proficient in the basics. The school has a clear and explicit focus on the teaching of reading, with a documented reading program guiding teaching practice. Areas including writing and numeracy are considered essential to student learning. Specific teaching frameworks for these learning areas are yet to be developed.

The leadership team gives a high priority to school-wide analysis and discussion of data regarding student academic outcomes and recognises the analysis and monitoring of school achievement data is critical to school improvement.

Student progress is monitored through the use of multiple data wall displays. Student data is analysed and discussed systematically across the school in a range of contexts. Time is set aside each staff meeting for school leaders to conduct data conversations with all staff. These data conversations are informed by two data collection processes. Short-term five-week collection cycles occur for PM Benchmark and PROBE and lead to discussion of student progress against school and regional reading targets. Two-week data cycles are utilised to inform intervention and teaching strategies for students below school reading benchmarks. The school uses more sensitive needs assessment and tracking tools to generate discussions at staff meetings of how to better support targeted students. All staff, including the leadership team, teachers, teacher aides and administration staff are engaged in these conversations to ensure all avenues of support are discussed and to ensure that student learning progression is '*everyone's business*'.

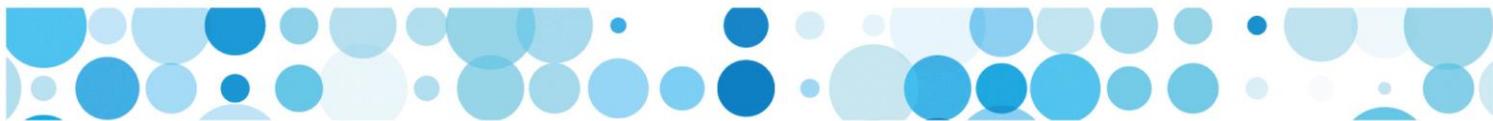


All staff identify positive collegial relationships, and regularly meet for professional conversations.

Each staff member speaks highly of the support for one another and this is reflected by the culture of sharing, as created by the principal. Weekly staff meetings that involve all members of staff ensure everyone has a clear understanding of current school and community happenings. All staff indicate that they feel these meetings allow everyone a shared voice in the school's direction.

The community embraces the school as an integral part of the community.

When speaking of the school, most parents and community members use the term 'we' when referring to the school, adding to the sense that the school is viewed as more than an educational setting for primary school students. This connectedness displayed by the community is actively supported by the principal. Investing in students, parents and the wider community is comprehensive and aimed at improving the student as a whole. The school freely offers the services of its specialist personnel to support parents and the wider community.



2.2 Key improvement strategies

Sustain the focus on embedded elements of the EIA and collaboratively identify potential next steps and current areas for greater precision.

Enhance curriculum planning practices to incorporate intentional collaboration on how to drive the delivery of the AC general capabilities and cross-curriculum priorities across all learning areas in the multi-age setting.

Further develop staff understanding of catering to diverse needs and embed inclusive practices across the school.

Develop clear and explicit frameworks for teaching in all priority areas to ensure that all staff members have the expert understanding and skill set required.