

# Boyne Island State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Boyne Island State School** from **3 to 5 March 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)
Garry Drummond	Peer reviewer
Peter Doyle	External reviewer



## 1.2 School context

<b>Location:</b>	Malpas Street, Boyne Island	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	428	
<b>Indigenous enrolment percentage:</b>	9.3 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5.1 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	22 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	986	
<b>Year principal appointed:</b>	June 2008	
<b>Significant partner schools:</b>	Tannum Sands State School, Clinton State School, Tannum Sands State High School	
<b>Significant community partnerships:</b>	Early Years Network – school and kindergarten programs, Numeracy Alliance – Clinton State School and Tannum Sands State School, Focus on Fours Playgroup, chaplaincy, local transport safety action group, Gladstone Regional Council, Boyne Smelters	
<b>Significant school programs:</b>	Pedagogical expectations including CAFÉ (Comprehension, Accuracy, Fluency, Expanding Vocabulary) Reading, Words Their Way, CAFÉ Writing, Numeracy mantra, You Can Do It! (YCDI!), Zones of Regulation, home reading, instrumental music, choir, robotics, Opti-MINDS, Pushcarts, Wakakirri, interschool sport, morning greet team, Duke the therapy dog	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two guidance officers, Support Teacher Literacy and Numeracy (STLaN), 19 teachers, Business Manager (BM), two administration officers, nine teacher aides, school chaplain, 82 students and 25 parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C), chair and two members of the school council.

Partner schools and other educational providers:

- Principal of Tannum Sands State High School, principal of Tannum Sands State School, principal of Gladstone West State School and principal of Clinton State School.

Government and departmental representatives:

- Councillor for Gladstone Regional Council, State Member for Gladstone, ARD and Regional Early Years Coach.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2019	Strategic Plan 2019-2020
OneSchool	School Data Profile (Semester 1 2019)
Professional learning plan	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	Headline Indicators (October 2019 release)
Boyne Island State School Intranet	Professional development plans
School Opinion Survey	Responsible Behaviour Plan for Students
Assessment framework	School newsletters and website
Report card and NAPLAN update Semester 1 2019	



## 2. Executive summary

### 2.1 Key findings

**An overwhelming sense of team and a united commitment to improving the learning outcomes of students and supporting colleagues are apparent.**

Staff members value the wellbeing strategy in the Explicit Improvement Agenda (EIA). The guidance officers are leading and implementing a holistic approach to enhancing wellbeing and supporting all staff members. Strategies include connecting with all staff members daily, demonstrating an authentic and genuine regard for all staff members, encouraging staff 'shout-outs' to appreciate others' work, and valuing of staff members' work and commitment through a range of support mechanisms and additional resourcing. The cohesive and strong commitment to a culture of support has led to the environment in which 'everyone has each other's back' and a tangible loyalty to each other.

**Each member of the leadership team is responsible for different areas of the EIA and this is reflected in the Annual Implementation Plan (AIP).**

The key areas of the EIA and associated actions are assigned to specific members of the leadership team in response to their individual skillsets. The principal reports that members of the leadership team have grown significantly in their leadership. Staff members speak positively of the support provided by all members of the leadership team.

**The school has clearly established processes and planning templates for developing year level overviews and unit plans.**

The principal has begun to develop a spreadsheet to unpack the timing allocations for each subject area. An assessment framework provides information regarding diagnostic assessment tasks to be implemented. The framework is yet to include information in relation to formative and summative assessment. The leadership team identifies the need to develop a curriculum plan that is aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARF).

**In developing the EIA, the leadership team takes into consideration available school, teacher and student data sets.**

Most staff members and parents identify staff member wellbeing as one of the key focus areas. Other areas identified by staff members and parents include reading, writing, numeracy, problem solving, pedagogy and English. The principal and leadership team identify that the EIA is yet to be clearly understood by staff members and parents.

**The school vision of 'Strive, Think, Create' reflects the priority the school places on supporting teachers to address the learning needs of individual students.**

Students who are working at levels significantly lower than their year level peers are provided with an adapted version of the unit of work. Parents of these students are involved in the development of individual student support plans. The school is yet to support the use of Individual Curriculum Plans (ICP). This process is yet to align with the P-12 CARF.



**The school effectively utilises its physical environment and facilities to maximise learning.**

Classrooms and learning environments are positive, clean and tidy, and are well-resourced with some student work displayed. Some buildings are in need of investment to address maintenance issues including replacement of dated furniture, paintwork required and the replacement of floor coverings.

**The principal and the leadership team are committed to continuous improvement of teaching practice across the school.**

School leaders express the belief that the development and implementation of the school's pedagogical framework will provide support, direction and structure for the implementation of the Australian Curriculum (AC). Classroom teachers' depth of knowledge and application of the identified pedagogical practices to support teaching and learning is embedded across the school. The leadership team clearly aligns the AC with the three-pronged pedagogical approach and the value of specific pedagogies in teaching and learning.

**Teaching staff members undertake a range of activities for students to participate in.**

Activities include interschool sport, instrumental music, choir and band eisteddfods, Wakakirri, robotics competitions and Opti-MINDS. Curriculum Coordination Time (CCT) is provided to teachers as recognition for undertaking such activities. The school has developed a cross country bicycle trail, approximately 1000 metres in length, that students are able to access on a roster basis during play times. Students and parents speak positively of the wide range of extracurricular activities made available to students.

**The school has an active early years transition program to support students to make a smooth and supported transition into Prep education.**

The principal has led the development of the Tommy the Turtle school readiness story to support children to become familiar with school processes and activities. The principal actively encourages parents of kindergarten-aged children to access a formalised Early Childhood Education Centre (ECEC). Transition activities include the Focus on Fours Playgroup, information visits, flyers, enrolment packs, and teacher visits to kindergartens. This is valued by early childhood providers and parents.





## 2.2 Key improvement strategies

Develop and implement a whole-school curriculum, assessment and reporting plan, aligning the implementation of the AC with the P-12 CARF.

Collaboratively refine the EIA, providing greater clarity regarding the key areas for all stakeholders.

Align processes, including the use of ICPs, to the P-12 CARF, enhancing the engagement of students with disability with the curriculum.

Develop and implement a facilities renewal schedule and establish processes to ensure the continual enhancement of current school facilities.