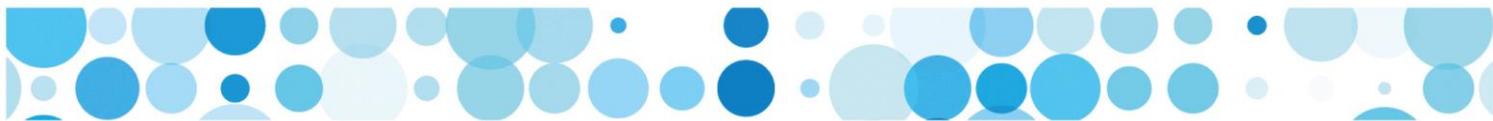


Birdsville State School

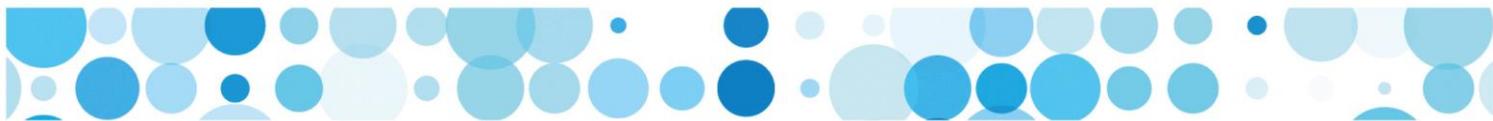
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Birdsville State School** from **11 to 13 October 2021**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the [National Quality Standard](#). 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.

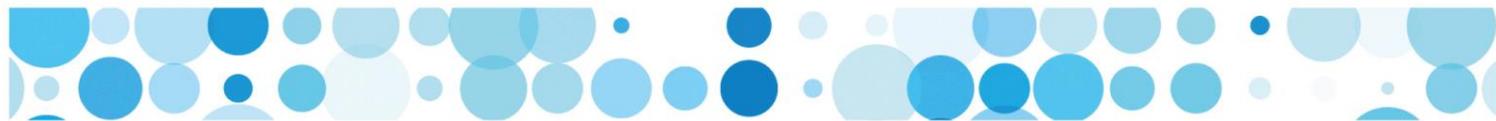
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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](#).

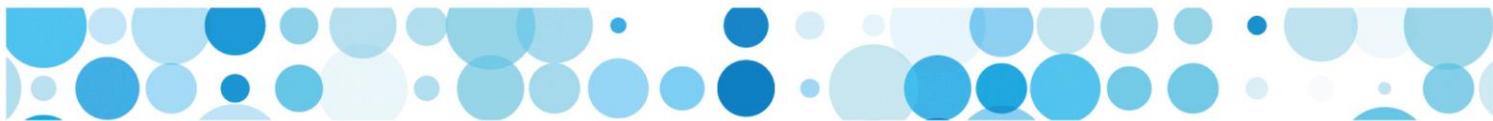
1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Michael Sawbridge	Peer reviewer
Sally Rosario	Peer reviewer



1.2 School context

Location:	Adelaide Street, Birdsville	
Education region:	Central Queensland Region	
Year levels:	Kindergarten to Year 6	
Enrolment:	5 – Prep to Year 6 1 – Kindergarten	
Indigenous enrolment percentage:	16.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	16.6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned	
Year principal appointed:	2021	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, teacher aide/administrative officer, schools officer, six students and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, three Indigenous representatives and playgroup facilitator.

Partner schools and other educational providers:

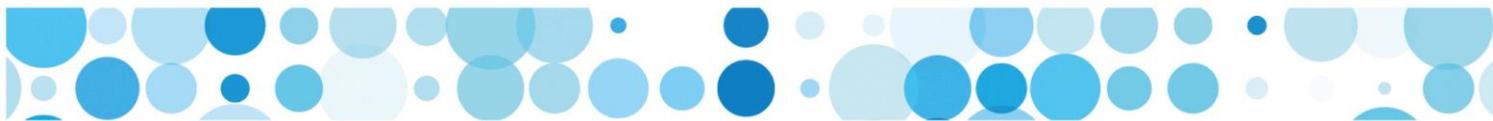
- Bedourie State School principal and kindergarten senior advisor.

Government and departmental representatives:

- Diamantina Shire councillor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
School Opinion Survey	Curriculum planning documents
Professional learning plan 2021	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Headline Indicators (April 2021 release)	Student Code of Conduct
School based curriculum, assessment and reporting framework	School newsletters and website and Facebook Page



2. Executive summary

2.1 Key findings

Staff members take collective responsibility for students and a flexible approach to the day-to-day organisation of the school and the needs of students.

A high priority is placed on building caring and respectful relationships and an individual approach to student learning and wellbeing. Staff have developed warm and supportive relationships with all children. Kindergarten children are valued members of the class and participate in whole group, small group and individual learning experiences, where they confidently express their ideas and needs. The principal promotes a learning environment that is student-centred and focused on student wellbeing. The local community expresses pride in the school.

A strong collegial culture of mutual trust and support has been quickly established between staff members.

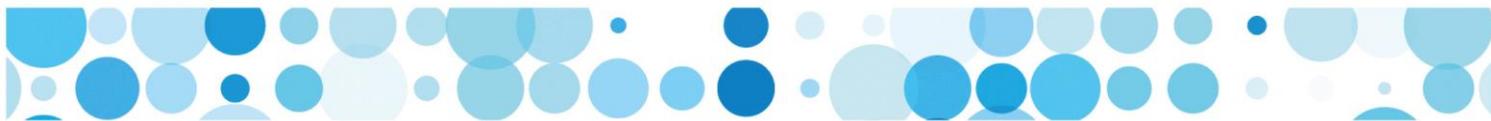
An emphasis on staff wellbeing is apparent in the positive relationships established, a developing collaborative approach to school planning and decision making, the investment in Professional Development (PD) opportunities, and the development of strong networks of support within the cluster and region.

The principal has prioritised unpacking the current strategic plan and subsequent Annual Implementation Plans (AIP) to build on the foundations established by previous school teams.

The principal articulates the importance of developing a precise and targeted Explicit Improvement Agenda (EIA) that responds to the needs of individual students and fits the context of a small, very remote community. Timelines for the implementation of the strategies and actions of the AIP are broad. The school AIP is accompanied by targets that are expressed in terms of student Level of Achievement (LOA), teacher participation in strategies and actions outlined in the AIP and for the delivery of the Queensland Kindergarten Learning Guideline (QKLG). A documented improvement agenda or Quality Improvement Plan (QIP) for kindergarten is yet to be apparent.

Teaching staff members articulate the analysis and monitoring of a range of student data is crucial to making informed decisions to drive school improvement.

PD is being undertaken in the school to develop teacher skills in utilising student data to inform decisions regarding teaching and learning. Student progress in English is tracked through the use of PM Benchmarking, PROBE reading assessment, the Promoting Literacy Development (PLD) suite of resources, and summative assessment tasks. These data sets form the basis of developing case management meetings involving teaching staff.



The principal recognises the importance of a focus on planning and implementing the Australian Curriculum (AC).

The school is part of a nine-school coalition of remote schools, named the Outback Advantage (OA). Partnership with this coalition involves utilising the P-6 Curriculum Planning Model (P-6 CPM) and the Curriculum into the Classroom (C2C) units to deliver curriculum to students. The principal and teachers recognise the necessity to contextualise the school curriculum framework to meet the needs of students in attendance, and support the transition of students and staff members into the school. Teaching staff members describe the positive influence the current focus on understanding all aspects of the AC is having on classroom practice, and ensuring all students are maximising their learning opportunities and improving their skills and abilities.

Parents articulate high expectations for their child's learning and a desire to be fully informed of their child's progress towards expected standards.

The school regularly communicates with parents through Facebook, newsletters and formal and informal meetings. Some parents demonstrate a degree of understanding in relation to the content of the curriculum and how it is taught in the classroom. Some parents express a desire for greater clarity regarding the curriculum and how it is delivered and differentiated for their child.

Ongoing discussion occurs between the principal and the beginning teacher in relation to curriculum.

These discussions provide teachers with opportunities to make appropriate adjustments to curriculum programs and to assessment methodology. Teachers embrace opportunities to discuss and reflect on curriculum delivery with each other. The principal and beginning teacher recognise and understand the need for moderation to occur, and are undertaking moderation discussion. Utilisation of the QKLG for planning and assessment of kindergarten children's learning and development is yet to be apparent. The principal and teacher acknowledge the need to build their knowledge and understanding of the QKLG and the continua of learning, in order to plan for and make judgements regarding children's learning and development.

Staff members express an interest in building their repertoire of effective teaching practices by Watching Others Work (WOW) in different contexts and schools.

The emerging co-teaching model is providing opportunity for teaching staff members to participate in both informal and formal observation, and feedback loops directed at improving their practice. The school AIP documents the exploration of Age-appropriate pedagogies (AAP) as a framework to inform teaching practice moving forward. The principal articulates this exploration is yet to progress. Clear outlining and communication of expectations, regarding the effective teaching practices that will be utilised across kindergarten to Year 6, are yet to occur. The principal acknowledges a deeper understanding of the National Quality Standard (NQS) and QKLG will support teaching staff in developing their pedagogical practice for kindergarten.

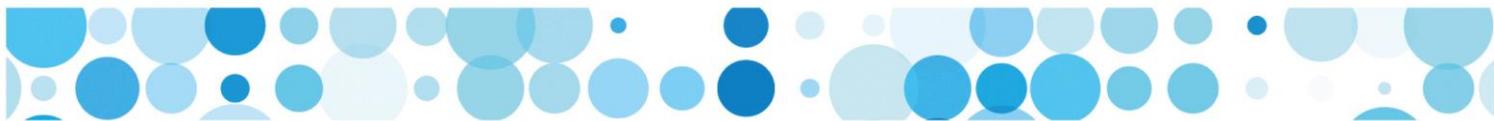


The school has a collegial engagement framework that outlines a co-teaching cycle.

The co-teaching cycle includes case management discussions, co-planning, co-teaching, co-reflecting and co-debriefing. All staff members value the co-teaching approach, with the beginning teacher describing how the co-teaching approach is building a repertoire of practice, and confidence in planning and differentiating the curriculum for all students. Staff members discuss ongoing informal feedback shared throughout the school day. The weekly staff meeting is viewed as a more formal opportunity to discuss practice and share observations.

The principal engages with various local and regional networks to support staff professional learning and student learning and wellbeing.

The school has established strong relationships with the OA cluster, the Centre for Learning and Wellbeing (CLAW) and the region. Through these networks a strong beginning teacher mentor program has been actioned. The CLAW provides further PD for beginning teachers and principals including teacher induction and classroom profiling opportunities. The newly appointed Business Manager (BM)/teacher aide is accessing support from the regional finance hub and associated personnel. Through the OA cluster of nine schools, the teacher has developed a PD network to engage in work shadowing, and mentoring with an experienced State Delivered Kindergarten (SDK) teacher. The camping program with local and cluster schools enables students and staff members to build peer-to-peer relationships not readily available in the small remote community. School camps support the wellbeing of students and staff members, enabling the exchanging of ideas, collaboration and fostering student social and emotional capability.



2.2 Key improvement strategies

Further develop the precision of the school's EIA including timelines for implementation and targets to reflect the context of the school's individual approach to student learning; and utilise the NQS to identify improvement strategies for kindergarten, for inclusion in the school strategic plan and EIA.

Consolidate the school case management approach including exploring how Department of Education (DoE) resources such as the literacy continuum and Early Start, are able to be utilised to enhance data conversations and inform next steps for learning.

Refine and contextualise the current school curriculum plan to incorporate a clear scope and sequence for each learning area in each year level, extending to all eight learning areas to support the transition of students and staff members into the school.

Explore opportunities to share curriculum, teaching and learning programs from kindergarten to Year 6 to develop clarity of purpose amongst parents and the wider community.

Extend moderation within the school to cluster moderation with the OA cluster network with a view to consolidating consistency of assessment practices and consistency of teacher judgement.

Develop and communicate clear expectations in relation to the effective teaching practices expected in the classroom and kindergarten, and target professional learning, observation and feedback to the expectations.