

# Bedourie State School

## Executive Summary



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 **Bedourie State School** from **13 to 14 September 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

Ian Rathmell	Internal reviewer, SIU (review chair)
Andrew Helton	Senior reviewer, SIU



## 1.2 School context

<b>Location:</b>	Timor Street, Bedourie
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	Initial school in Shire Hall opened in 1960 Actual school building opened: 1967
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	8
<b>Indigenous enrolment percentage:</b>	50 per cent
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	930
<b>Year principal appointed:</b>	2008
<b>Full-time equivalent staff:</b>	1.5
<b>Significant partner schools:</b>	Boulia State School, Birdsville State School
<b>Significant community partnerships:</b>	Diamantina Shire Council, North West Health, Mt Isa School of Distance Education Mini schools and Camps, Royal Queensland Lifesaving Splash 'N' Arts Camp, Yalari, chaplaincy, Windorah State School Sports Camp
<b>Significant school programs:</b>	Splash 'N' Arts Camp, Annual School Camp, Language Program from Longreach School of Distance Education, IMPACT enrichment/extension programs, Remote Kindergarten Pilot



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, cluster teacher, teacher aide, six students, Business Manager (BM), cleaner, five parents, Parents and Citizens' Association (P&C) secretary and treasurer.

Community and business groups:

- Two community members and Works Manager Diamantina Shire Council.

Partner schools and other educational providers:

- Principal Birdsville State School.

Government and departmental representatives:

- Mayor and two councillors for Diamantina Shire Council, ARD and Western Capability Coordinator for Central Queensland Region.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (18 August 2017)
OneSchool	School budget overview
Professional learning plan 2017	School newsletters and website
School improvement targets	School Opinion Survey
School assessment schedule	Responsible Behaviour Plan
How to .... (teaching frameworks)	Curriculum planning documents
Differentiation Framework	Collegial Engagement Framework
Parent and Community Engagement Framework (PaCE)	Headline Indicators (Semester 1, 2017 release)
Outback Advantage Curriculum, Pedagogy, Assessment and Reporting Plan and Framework	



## 2. Executive summary

### 2.1 Key findings

**The school is viewed as a vital element in the fabric of the day-to-day life of the Bedourie community.**

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, local government and a range of community groups. School community members articulate their appreciation for the work of the school and school leadership to achieve the stated vision for the school of providing education to outback children in their own community.

**Community members articulate that the school has long established high expectations for all students and demonstrates that every child has the potential for successful learning.**

There is a strong culture of mutual trust between the school, staff members, students, parents and community members. The promotion of student learning is supported by a strong emphasis on student wellbeing. These values are enshrined within the school's published charter of expectations.

**A high priority on developing all staff members to be committed to the continuous improvement of their own learning and teaching is instrumental to the success of the school.**

The principal reports it is challenging to attract and retain staff members because of the remote location of the school. The principal endeavours to maintain a consistent workforce by liaising with regional Human Resources (HR) personnel regarding the current and future staffing needs of the school.

**The principal provides opportunities for team members to engage in professional conversations and support for curriculum planning and delivery.**

Support has been sought from the regional Capability Coordinator to define the role and accountabilities for selected team members. A number of meetings have been held in past months to develop this statement of responsibilities. It is acknowledged that this work will need to be refined to ensure it meets the needs and level of expertise of staff members.

**The school understands that reliable and timely data regarding student progress is crucial to delivering the school's improvement agenda, shaping classroom programs and intervention for individual students.**

The principal informally discusses student outcome data with the cluster teacher regarding student progress and discusses individual progress with the students. In-depth discussions with members of the teaching team regarding teaching practices, trend data or tracking data over time is yet to occur on regular basis.





**The Outback Advantage (OA) Curriculum, Pedagogy, Assessment and Reporting Framework provides guidance for the network of schools in the delivery of the Australian Curriculum (AC).**

Frameworks have been designed by the school to assist in providing theoretical underpinning of teaching approaches in reading, writing, mathematics and spelling. These 'How to' documents guide members of the teaching team's understanding of the features and appropriate teaching strategies within these key learning areas. Newer members of the teaching team require further support and assistance to build understanding of these frameworks, knowledge of the AC and capacity in curriculum planning and delivery.

**A documented collegial engagement framework is developed.**

The close proximity of the school's classroom learning areas provides ample opportunity for modelling of pedagogical and student management practices. Members of the teaching team report they appreciate the efforts of the principal to demonstrate and model a range of approaches to improve their engagement with students. Observation and feedback opportunities are yet to be fully implemented.

**The small school setting requires an environment of frequent differentiation, and individualised learning programs and teaching strategies.**

Differentiation is a significant practice at the school and acknowledges the needs of the multi-age setting. A high level of importance in meeting the needs of the full range of learners is prioritised by staff members. The principal and staff members work to ensure all students are appropriately engaged, challenged and extended by designing classroom activities to meet students' learning needs, levels of readiness and interests.

**The school collaborates with the town community and Parents and Citizens' Association (P&C) to exemplify the school motto of '*Happiness through Learning*'.**

The principal, parents and community members identify the core values of the school are to improve student learning outcomes and provide a high level of support to students within this small multi-age school. Passionate, positive and caring staff members fulfil this commitment on a daily basis. The P&C actively supports the school to achieve learning outcomes for all students. The association engages with many other community groups to use district events to fundraise during the year.



## 2.2 Key improvement strategies

Develop a workforce plan, in consultation with the regional HR personnel, to ensure that high quality teachers are attracted to and maintained as part of the teaching team at the school.

Develop and implement a clear statement of the role, responsibilities, expectations and accountabilities of the shared cluster teacher in consultation with Birdsville State School.

Collaboratively implement a process of regularly discussing student achievement data through formal conversations with members of the teaching team to reflect on the effectiveness of teaching practice.

Ensure ongoing Professional Development (PD) is provided to members of the teaching team to build their knowledge and understanding of the AC.

Conduct regular sessions for staff members to develop their teaching practice through modelling, coaching, observation and feedback aligned with the school's EIA and pedagogical model.