School Improvement Unit
Report

Boyne Island State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Boyne Island State School from 2 to 4 August 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Malpas Street, Boyne Island</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland Region</td>
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<td>The school opened in:</td>
<td>1953</td>
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<td>Year levels:</td>
<td>Prep to Year 6</td>
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<td>Current school enrolment:</td>
<td>340</td>
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<td>Indigenous enrolments:</td>
<td>10 per cent</td>
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<td>Students with disability enrolments:</td>
<td>4 per cent</td>
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<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>989</td>
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<td>Year principal appointed:</td>
<td>June 2008</td>
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<td>Number of teachers:</td>
<td>21.6 (full time equivalent)</td>
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<td>Nearby schools:</td>
<td>Tannum Sands State School, St Francis Catholic Primary School, Tannum Sands State High School, Benaraby State School, Calliope State School</td>
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<td>Significant community partnerships:</td>
<td>Clinton and Tannum numeracy Alliance, Local Cluster Moderation, Port Curtis Sports, Instrumental Music Area Management, Local Area Transport Safety, Boyne Smelter, Bindaree Aged Care, Focus on Fours playgroup, Central Queensland University</td>
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<td>Significant school programs:</td>
<td>Instrumental music Year 3 extension, ukulele, choir, bands, bike riding, recognition scheme, robotics, Wakkakirri, Smilie Pushcarts, engineering club, sport, Comprehension Accuracy Fluency Expanding Vocabulary (CAFÉ) reading and writing, numeracy, Integrated Studies – inquiry-based learning around key question</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director (ARD)
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, deputy principal, master teacher, guidance officer
  - 20 class teachers and specialists
  - Nine teacher aides
  - Business Services Manager (BSM) and administration officer
  - 19 parents and 20 students
  - Parent and Citizens’ Association (P&C) president and school council chair
  - Three ancillary staff members
  - Two principals from local primary and secondary schools
  - State Member for Gladstone, Mr Glen Butcher MP
  - Question-Answer (QAR) consultant
  - Tannum Kindergarten representative
  - Central Queensland University representative
  - Queensland Transport representative

1.4 Review team

Sevil Aldas  Internal reviewer, SIU (review chair)
Chris McMillan  Peer reviewer
Paul Herschell  External reviewer
2. Executive summary

2.1 Key findings

- The school is driven by a belief that every child can learn and make progress and there is a culture of high expectations across the school.

  The school presents as calm and orderly and is focused on learning. Relationships between staff members and students are positive and respectful. Students, staff members and parents speak well of the school and value its friendly and professional culture.

- School staff members are working collegially towards enhancing the quality of teaching and learning throughout the school.

  The school improvement agenda consists of reading comprehension Question-Answer Relationship (QAR), high order inquiry learning in numeracy and integrated studies and a positive learning culture involving social skilling.

- The school has an established culture regarding the use of data to aid decision-making for school improvement and the allocation of resources.

  Data is used to place students at points of learning reflective of their capability. Diagnostic data is used to establish a starting point for curriculum planning, establishing individual student learning goals, the formulation of learning groups and in determining some additional support provided by teacher aides.

- The capacity of teachers and other staff members is seen as critical to the achievement of improved student learning.

  The school has a highly respected school leadership team which has established documented areas of responsibilities. Much of the current success of the school is credited to the consistent actions of the school leadership team. Sustained consistent school leadership is viewed by many as critical to the school’s continued success.

- In relation to the Australian Curriculum (AC), the school teaches English, mathematics, science and integrated studies comprising the other areas of the AC, and a social skills program.

  As yet there is no single cohesive, explicit and sequenced plan for curriculum delivery which makes clear what and when teachers should teach and students should learn. Quality assurance of the curriculum planning process has commenced with mathematics.
The school's specialist staff members work closely with classroom teachers to identify, plan and monitor adjustments to learning programs for students requiring additional support.

Teachers develop a detailed support plan to make individual classroom adjustments and differentiate teaching and learning programs for these students. A current dedicated program for high performing students is not yet developed.

The school has introduced an inquiry approach to learning in numeracy, humanities, the Arts, and health.

Pedagogical expectations indicate that explicit instruction (EI) is used for new content and processes and an inquiry approach is used to activate student thinking. The balance between explicit instruction and inquiry is not yet fully consistent across the school.

The school is viewed by many in the community as a preferred choice of schooling in the local area.

The school works actively to develop partnerships that will improve student outcomes. School teaching staff members are valued for their active involvement in providing a range of sports and extracurricular opportunities for students. The school has won accolades for student achievements.

2.2 Key improvement strategies

- Develop an explicit, coherent and sequenced plan for curriculum delivery across the whole school to ensure that all AC content is covered and all achievement standards are assessed.

- Ensure the sustainable and successful implementation of the school's explicit improvement agenda through the development of individual and collective leadership capability.

- Establish a systematic quality assurance process to support teachers to consistently implement the curriculum plan.

- Ensure all students have access to curriculum at a level appropriate to their learning needs and can achieve success at that level.

- Communicate and clarify the purpose and the concurrent implementation of EI and inquiry approaches to learning.