

Bollon 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 **Bollon State School** from **8 to 9 September 2020**.

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 also 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)
Christine Volker	Peer reviewer
Mark Cooper	Peer reviewer



1.2 School context

Location:	Main Street, Bollon	
Education region:	Darling Downs South West Region	
Year levels:	Kindergarten to Year 6	
Enrolment:	12 and 2 Kindergarten registrations	
Indigenous enrolment percentage:	42 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	Currently - nil One student in process of verification
	Nationally Consistent Collection of Data (NCCD) percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	948	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, three teacher aides, Business Manager, guidance officer, Speech Language Pathologist (SLP), grounds person, five parents, 11 students and two Kindergarten children.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Bollon Queensland Country Women's Association (QCWA) and Queensland Police Service (QPS) sergeant.

Partner schools and other educational providers:

- Principal of Thallon State school, principal of Dirranbandi P-10 State School and staff member from Centre for Learning and Wellbeing (CLAW).

Government and departmental representatives:

- State Member for Warrego and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Reading Framework
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School data wall
School pedagogical framework	School Opinion Survey
School assessment schedule	School newsletters and website
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

All staff members are committed to building a school culture that engenders high expectations for student learning outcomes.

The principal is leading an improvement agenda that is centred on improved student reading results. Staff, students and parents are aware of and supportive of the focus on reading. A newly developed reading data wall is focusing staff attention on the student learning journey. Staff members express they appreciate the opportunity to discuss and celebrate how far students are moving through the reading levels and across the literacy continuum. Some staff members articulate learning along with the students, and changing their perception of what students are able to achieve.

The principal recognises the importance of the utilisation of data to inform school-level decisions, interventions and initiatives.

The priority agenda of reading has included a plan for the systematic collection of a range of student reading outcome data. This data is collaboratively shared, analysed and displayed with staff members. The principal discusses triangulating student diagnostic reading results, summative assessments and writing samples to identify obstacles for student improvement and next step learning. The principal identifies that collaboration with the Centre for Learning and Wellbeing (CLAW), Reading Centre and speech pathologists is enabling the ability to use data to build a culture of self-evaluation and reflection across the school.

The principal is leading an improvement agenda that is centred on improved student reading results.

Learnings from the reading Explicit Improvement Agenda (EIA) including an understanding of the need for an intentional and precise approach to improvement are informing the next steps for writing and future EIAs. The principal is cognisant of the need to align data collection, Professional Development (PD), partnerships and school budgets with current and emerging priority agendas.

The school is developing a Curriculum, Assessment and Reporting Plan (CARP) that will include three levels of planning for teachers to reference.

There is a strong collaboration with the neighbouring small schools to develop a planning process to provide consistency, moderation and a process for the delivery of the Australian Curriculum (AC). The principal participates in this cluster planning with other principals and articulates future plans for building opportunities for other teaching staff members to collaborate and build their understanding of the AC and Queensland Kindergarten Learning Guideline (QKLG).



Classroom differentiation occurs through a range of informal interactions in conjunction with formalised plans in reading for individual students.

The teaching team demonstrates a growing knowledge of current student achievement and utilises a range of support groupings including individual, small group and whole-class groupings to help support the needs of students. The Kindergarten program draws on student interests as the foundation for the daily program. The principal articulates an awareness of aligning pedagogical approaches to the implementation of curriculum and personalised learning plans to engage and challenge all students in their learning.

The single class Kindergarten to Year 6 context of the school necessitates a pedagogical approach that enables all student to engage in their learning, experience challenge and feel safe and supported to take risks and make mistakes.

The principal utilises 'I can' statements in English to support students to understand what they can do to improve. This is viewed as a beginning phase in developing a learning wall for English and explicitly stating the learning intention and success criteria in the teaching sequence. Supporting students to set goals for their learning and providing regular and timely feedback to students to support reflection on their learning and make improvements is emerging.

All staff members work within a single classroom and spend time informally observing each other work and sharing experiences and ideas.

Staff discuss ongoing formal and informal conversations focused on individual and groups of students in relation to their learning needs and successes. Teacher aides willingly participate in observation and feedback sessions with the Speech Language Pathologist (SLP) to improve their implementation of intervention programs for students. The school is yet to collaboratively develop a classroom-based learning plan that includes opportunities for all staff members to participate in mentoring, Watching Others Work (WOW) and coaching conversations.

Staff members are committed to the belief that all students are able to be learners and there is an expectation that every student will succeed.

High expectations that students will engage in their learning and achieve positive outcomes are developing. The tone of the school is warm and friendly with students and staff working together in a collegial manner. The staff members of the school, led by the principal, focus on developing positive, caring and mutually respectful relationships across the school community. Students describe learning at the school as fun and they enjoy participating in the Arts and technologies activities. Students are able to articulate the importance of learning at school and are focused on completing their learning activities.

Staff members articulate that a sense of team is apparent across the school.

Teaching staff members are committed to supporting student learning and possess a range of experiences and expertise in the teaching fields. The planning and teaching of the different learning areas of the AC is shared between the classroom teacher, co-teacher and specialist teachers. The school has engaged a specialist early childhood teacher to support



planning and implementation of the Kindergarten program. Staff meetings are utilised to deliver PD, data discussions and track student progress. Teacher aides are included in staff meetings and all staff members articulate they are confident of expressing their views on student learning progress, and ask questions regarding school strategies and expectations.



2.2 Key improvement strategies

Replicate practices established through the reading project to support the development of precise strategies and actions that will enable an intentional approach to school improvement.

Develop opportunities for all teaching staff members and teacher aides to collaborate and build their understanding of the AC, QKLG and the school's EIA.

Further align school pedagogical approaches to the implementation of curriculum and personalised learning plans to engage and challenge all students in their learning.

Develop a school approach to support students to set goals for their learning and for teachers to provide regular and timely feedback to students to support reflection on their learning and make improvements.

Collaboratively develop a classroom-based learning plan that includes opportunities for all staff members to participate in mentoring, WOW and coaching conversations.