



School Improvement Unit Report

Bollon State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bollon State School** from **10 to 11 October 2016**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Melissa O'Neill	Peer reviewer

1.2 School context

Location:	Main St, Bollon
Education region:	Darling Downs South West Region
Year opened:	1885
Year levels:	Prep to Year 6
Enrolment:	30
Indigenous enrolment percentage:	33 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	912
Year principal appointed:	2015
Full-time equivalent staff:	2.57
Significant partner schools:	Begonia State School, Hebel State School, Thallon State School
Significant community partnerships:	Bollon Bush Nurse Clinic - Health and Wellbeing activities, Bollon Blue Light, Bollon Queensland Country Women's Association (QCWA), Bollon sewing club, Bollon playgroup
Significant school programs:	Jump into School (Prep transition program), Bollon homework club, After school touch football program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal and classroom teacher, Students with Disability (SWD) / Support Teacher Literacy and Numeracy (STLaN) teacher, teacher-librarian and Health and Physical Education (HPE) teacher, six parents, 21 students, administration officer, three teacher aides and Parents and Citizens' Association (P&C) president and vice president



Community and business groups:

- Bollon Police, Adopt-a-Cop

Partner schools and other educational providers:

- Principal, Hebel State School and Bollon playgroup coordinator

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2015)	School Data Profile (August 2016)
OneSchool	Curriculum overview
School pedagogical framework	School differentiation planner
Assessment Overview	Professional development plans
Responsible Behaviour Plan	School newsletters and website
School budget overview	School Opinion Survey
Curriculum planning documents	



2. Executive summary

2.1 Key findings

A welcoming and professional environment, based on high expectations and strong community pride and values, is established and promoted.

A strong sense of collaboration and cooperation is apparent through a number of active programs created to achieve identified school goals. Trust across the school community is demonstrated through open communication across a number of mediums including parent teacher interviews, school newsletters and informal conversations.

The school is committed to the success of all students.

In day-to-day teaching, a priority is placed on identifying and addressing the individual learning needs of students. Detailed individual learning plans are established, based on student goals.

The aspiration of effective teaching is clearly communicated across the school.

Staff members are committed to the development of effective teaching and learning practices to ensure continual student growth. The school's pedagogical framework is research-based and aligned with Explicit Instruction (EI) principles and practices based on the Dimensions of Teaching and Learning (DoTL). The principal acknowledges the need to review the pedagogical framework to reflect current practices.

There is a documented whole-school curriculum overview.

The overview aligns with the Australian Curriculum (AC) and provides some direction for planned learning, given the multi-age nature of the school. A coherent and sequenced whole-school curriculum, assessment and reporting framework that ensures the alignment between a curriculum plan, term and unit plans, teaching and learning expectations and the regular monitoring of student progress is yet to be developed.

The school utilises Curriculum into the Classroom (C2C) as a resource to assist in the delivery of the AC.

The school focuses attention and energy on priority curriculum areas and ensuring all students are developing skills in the basics of literacy and numeracy. A whole-school reading plan is developed. Documented frameworks describing a consistent approach to the teaching of other priority areas are yet to be developed.

The principal views reliable and timely student data as essential to the school's improvement agenda and important to improving student learning outcomes.

An assessment overview is developed for the collection of a range of student outcome data. The principal acknowledges that the assessment overview needs to be reviewed to align with the current assessment instruments.



The school expects all students to learn successfully and has high expectations for student engagement, attendance and behaviour.

This is reflected in the school's values and expectations. Staff members are committed to finding ways to improve current student outcomes. The principal has analysed the school performance data over time, as well as current student data, and is aware of trends in student achievement which have informed the school's Explicit Improvement Agenda (EIA).

Students, staff members, parents and community members speak highly of the school and the sense of the 'Bollon family'.

The staff members and parents refer to the day-to-day and strategic importance of stable and strong school community partnerships. Many parents comment that student wellbeing is directly linked to the strong school community and culture that are currently developed. There is a shared sense of pride.

2.2 Key improvement strategies

Collaboratively revise and develop an agreed, clear and explicit, research-based pedagogical framework to establish clear expectations for teaching practices.

Collaboratively develop a whole-school curriculum, assessment and reporting framework.

Develop clear and explicit frameworks for teaching in priority areas and ensure that all staff members have an expert understanding and skill set required.

Collaboratively review and refine the school's assessment schedule incorporating targets, timelines and benchmarks.