1. Introduction

1.1 Background

This report is a product of a review carried out at Bouldercombe State School from 25 to 27 May 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>52 599 Burnett Highway, Bouldercombe</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland Region</td>
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<tr>
<td>The school opened in:</td>
<td>1881</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>140</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>24 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>8.5 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>933</td>
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<tr>
<td>Year principal appointed:</td>
<td>2012</td>
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<tr>
<td>Number of teachers:</td>
<td>6 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Stanwell State School, Mt Morgan State School, Gracemere State School, Rockhampton State High School</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Ellen Smith (Councillor) Bouldercombe Hotel, Bouldercombe Playgroup, State Emergency Service (SES), Bouldercombe Progress Association</td>
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<tr>
<td>Significant school partnerships:</td>
<td>Shine program, A to B Program</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.
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Six teachers
  - Four teacher aides
  - 20 parents
  - Parents and Citizens’ Association (P&C) treasurer
  - 40 students
  - Chaplain
  - Guidance officer
  - Local playgroup coordinator
  - Tuckshop convenor
  - Religious education instructor

1.4 Review team
Lesley Vogan          Internal reviewer, SIU review chair
Vince Burke           Peer reviewer
Frank Schoonderbeek   External reviewer
2. Executive summary

2.1 Key findings

- All students and staff members have an obvious sense of belonging.
  
  Parents are welcomed and freely volunteer in the school. There is a strong culture of mutual trust and collegial support among school staff.

- The school improvement agenda is focusing the whole school’s attention on the core learning priorities of numeracy and spelling.
  
  The implementation plan does not document the processes and strategies the principal outlined for progressing the agenda.

- The school has a professional team of highly capable staff.
  
  The principal is building an expert teaching team and broader leadership structure.

- The impetus for the school improvement agenda concerning student achievement has been generated by the school’s scrutiny of data.
  
  The National Assessment Program – Literacy and Numeracy (NAPLAN) and in-school data indicators together with regional student test and achievement targets are utilised to inform school improvement. Some teachers demonstrate a systematic use of student performance data to adjust and refine their teaching and learning.

- There is a whole-school curriculum plan based on the Curriculum into the Classroom (C2C) resources.
  
  Teachers are at different stages in their understanding of curriculum content and dynamic curriculum delivery.

- Teacher’s base their differentiated teaching and learning on the point of need for each student.
  
  This practice requires a thorough knowledge of each student’s capabilities by teachers in each composite grade. It is a hallmark of the school’s approach to differentiation.

- Teachers incorporate selected elements of explicit teaching practices in their classrooms.
  
  The principal articulates an intention to work in a more systematic manner with teachers to improve teaching practices including modelling, evaluating and providing feedback.
• Teachers actively seek ways to enhance student learning and wellbeing by partnering with parents and families.

The school motto of ‘We are a family affair’ is resoundingly evident.
2.2 Key improvement strategies

• Review and detail the schools Explicit Improvement Agenda (EIA) to provide clarity for all stakeholders.

• Develop and clarify the instructional leadership roles within the school.

• Develop systematic and collaborative curriculum planning.

• Provide professional learning opportunities to build on teacher understanding and delivery of the intended curriculum.

• Develop a deeper understanding of all elements of the Explicit Instruction (EI) model.

• Build teacher data literacy skills to engage with and focus on class-based curriculum data.

• Incorporate higher order thinking strategies into the learning experiences of all students to make the curriculum challenging and engaging.