

# Bowen 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 **Bowen State School** from **10 to 12 May 2022**.

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 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

Noel Baggs	Internal reviewer, EIB (review chair)
Maria Healy	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Juru
<b>Location:</b>	Kennedy Street, Bowen
<b>Education region:</b>	North Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	429
<b>Indigenous enrolment percentage:</b>	29.1 per cent
<b>Students with disability percentage:</b>	21 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	916
<b>Year principal appointed:</b>	2020



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), administration assistant, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), four learning engagement teachers, tuckshop convenor, nine teacher aides, five cleaners and schools officers, 29 teachers and 19 students.

Community and business groups:

- Kidz at the Beach Early Childhood Education and Care (ECEC) centre, Bowen Childcare and Early Education, Abbot Point Operations community partner, Police-Citizens Youth Club (PCYC) Bowen community officer, North Queensland Bulk Ports Corporation Ltd (NQBP), community nurse and Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Bowen State High School transition coordinator.

Government and departmental representatives:

- State Member for Burdekin and ARD.



## 2. Executive summary

### 2.1 Key findings

#### **A student-centred approach is apparent across the school.**

The principal and school leaders are united and committed to improving learning and wellbeing outcomes for all students. A culture of 'students first' underpins an unwavering focus from school staff to support all students to be successful. Staff regularly engage in professional conversations to enhance their practices to support student learning. Parents view the school as supporting the learning, social and emotional needs of their child. Parents appreciate the openness and approachability of all staff, and quality teaching is valued and appreciated.

#### **Staff members articulate a strong sense of collegiality amongst the staff team and describe a supportive and engaging working environment.**

School leaders and teachers are united in the vision for school improvement and are dedicated to supporting all students to succeed. Some staff members describe the school as 'like a family'. Staff members and families indicate a sense of trust in school leaders for maintaining and improving the high expectations for learning, behaviour and wellbeing. Staff members articulate that one of the strengths of the school is the collegiality and personal professional support provided by colleagues. A sense of pride is shared amongst staff, students and families.

#### **Teachers speak enthusiastically of the value of curriculum planning meetings, articulating that they provide an opportunity to interrogate learning expectations.**

Many teachers articulate they would value the opportunity to strengthen their knowledge and understanding of the full breadth of the Australian Curriculum (AC) including general capabilities and cross-curriculum priorities, in order to effectively adapt learning experiences to meet the needs of students. Teachers express valuing the opportunity to engage with other schools undertaking similar curriculum experiences in order to check for consistency of judgement. They comment that the process is building their capabilities in this area.

#### **Teachers and school leaders articulate high expectations for student achievement.**

Reading and writing has been a core component of the school's improvement agenda for a number of years. The school is beginning to establish a consistent approach to the teaching of reading and writing as it begins to implement research-based pedagogies. Some teachers identify that the use of individual student learning goals aligned to the success criteria identified during curriculum planning enhances some student achievement. A consistent, school-wide approach to the teaching of reading and writing is yet to be established and implemented. School leaders have identified a desire to build teachers' capability in order to establish consistency.

#### **School leaders articulate the importance of creating an inclusive environment that caters to the needs of all learners.**





The school's inclusive practices are reviewed with staff using the Professional Engagement Conversation (PEC) forum. Staff members indicate their belief that the school's alignment with reasonable adjustments is a developing piece of work. The leadership team indicates an intention to strengthen staff understanding of inclusive practices and develop a shared understanding of the school's inclusive vision.

**As part of the school's improvement agenda, the leadership team uses data to inform strategy and resourcing to support improved student outcomes.**

The principal acknowledges the importance of the leadership team in developing teachers' strategic use of formative and summative data to inform instructional practices for student improvement. The principal recognises that the use of the School Online Reporting Dashboard (SORO) will assist in further data analysis and support the Professional Development (PD) of leaders. The need to further develop the use of data to triangulate Levels of Achievement (LOA) with other key data sets is a school priority.

**There is strong teamwork across the school with a high level of commitment from staff to continually improve their practices as self-reflective learners.**

The school has strategies to provide teachers with opportunities to work collaboratively and share practice to build expertise. Teachers have high levels of confidence and skill in the areas in which they teach. Some staff indicate that they would welcome a more structured feedback model on their teaching performance for continued improvement. Others indicate a desire to participate in Watching Others Work (WOW) for further PD.

**The school has genuine community partnerships enhancing student opportunities.**

The school is viewed, and views itself, as an integral part of the local community. Students, parents and the community speak positively of the school and hold it in high regard. The fostering of a positive sense of community is identified by stakeholders. The principal is affirmed as a key driver of genuine community partnerships across the community. The school values community connection and has established long-term relationships with a variety of corporations. School staff describe how established partnerships add value to learning experiences and student outcomes, and support the development of an inter-connected community.

**Mutually respectful relationships are apparent between staff members, students, parents and the wider community.**

School leaders and teachers place an emphasis on building relationships with parents and students. Student leaders value the school's positive approach and acknowledge the pride shown in the school. Similarly, some parents explain that school leaders are visible and approachable. Open, friendly and respectful interactions are apparent across the entire school staff, from the office to classrooms and throughout all parts of the school. The school also has a rich Indigenous cultural heritage which is celebrated regularly by the cultural leader and school captains through acknowledgment of the traditional custodians of the land.



## 2.2 Key improvement strategies

Further develop all staff knowledge, understanding and application of the AC, including general capabilities and cross-curriculum priorities.

Identify key elements in the AC English that align to the school's reading and writing programs to target pedagogies embedded in the AC.

Develop an inclusion model that is consistent and embedded across the school to support all teachers to differentiate for the full range of identified diverse learners.

Develop processes for whole-school data analysis to review trends in LOA, compare disaggregated data of priority groups, inform school priorities and target interventions through supporting the PD of the leadership team.

Collaboratively develop a Collegial Engagement Framework (CEF) that identifies elements of professional engagement including classroom observations, walkthroughs, peer coaching and modelled lessons to enact pedagogical and curriculum priorities.