Central Queensland Region
Quadrennial School Review 2014
Summary and Verification Document

School: Biggenden State School  Date: 31 October, 2014
Principal: Mrs Roslyn Rackemann  ARD: Mr Paul Wood

Documentation Reviewed:
- Teaching and Learning Audit
- School Data Profile 2012 - 2014
- Relevant Internal Monitoring (Data collection from each class teacher focussing on all subject areas and behaviour information)
- School Plan 2011 - 2014
- CQ Benchmarking Tool 2013
- Recent school ALPs and SARs 2011 - 2014
- Discipline Audit
- Financial Audit
- Naplan Data from 2008 – 2014
- One School Data

Broad Trends:
- NAPLAN achievement data and subject A-E results, are demonstrating increased variability, reflective of dependence on individual student performance within cohorts.
- School Opinion Survey has shown improvement in the last twelve months across all sectors staff, parents and student satisfaction. Parent satisfaction overall rating for all survey items have shown improvement from 74.3% to 95.4% student overall rating from 77% to 95.4% and staff overall rating from 82.7% to 90.6%.
- Consistent focus on Explicit Instruction as signature pedagogy for direct teaching as part of the Pedagogy, Curriculum, Assessment and Reporting Framework, including annual school and class curriculum and pedagogy planning.
- Enrolments decreasing due to the down turn in the rural community (less employment opportunities and drought).
- School Financial Report has shown improvement from minimal to sound with the Teaching and Learning Audit also showing significant improvement across all eight domains.
- Through the whole school delivery of the Responsible Behaviour Plan and the School Wide Positive Behaviour Program, positive behaviour is increasing and the student behaviour expectations are clearly identified. Consequences for unacceptable behaviour are clearly displayed.

Recommendations:
- As an extension of the Department’s Developing Performance Framework (DPF) the school has implemented a Cultural Change program for staff members. This process has helped to build teams and promote collegiality across secondary and primary teaching staff.
- School Leaders and staff members are committed to the Schoolwide Positive Behaviour Support (SWPBS) and have implemented a positive reward system where Gotcha Awards are awarded to students displaying positive behaviours. A SWPBS Committee has been established, which includes a parent representative.
- The school’s behaviour expectations BIG ON: Big on heart, Big on responsibility, Big on respect, Big on learning are visible throughout the school and known by students, teachers and parents.
- The school has begun the implementation of Explicit Instruction as the school wide pedagogical framework. Staff members have also been funded to visit other schools to improve their knowledge of Explicit Instruction and are encouraged to network with other schools and colleagues.
- School leaders and teaching staff are regularly using data to make informed decisions about students’ needs. Benchmarks are determined and a collection of short cycle data with regular pre and post testing is used. Secondary school staff members use a Data Wall to monitor students’ performance across subject areas. There is school wide systemic testing undertaken
- The school has a well-established Stephanie Alexander Gardening Program that is co-ordinated using staff across Primary and Secondary sectors and community members.
• The Chaplaincy Program is extremely productive with Breakfast Club, After School Christian Club and many special occasion days being held and supported not only at a school level but also throughout the community.
• The school has introduced a policy that every class from Prep to 10 will read every day.
• Staff members, students and parents speak about the improving community perception of the school. A new formal uniform has been introduced to help boost school pride.
• Resources have been targeted to support student literacy and numeracy with the employment of teacher aides and the implementation of targeted programs.
• The school has provided Years 6 and 7 Transition Days to assist students with the move to high school. Teaching staff have undertaken professional development in Junior Secondary pedagogy modules with a Junior Secondary School Action Plan being implemented and reviewed.
• A coaching and mentoring process has been implemented where the Principal conducts walkthroughs, observes teachers in the classroom and provides feedback.
• A range of forms of differentiation have been implemented, including Individual Learning Plans and Education Adjustment Plans.

Recommendations:
• Set clear targets for the school, each year level, classes and individual students across English, Mathematics, Science, Literacy, Numeracy, attendance and retention.
• Develop and implement a quality feedback system for students against their progress on achievement and behaviour goal set for all individuals.
• Develop and implement a high expectations agenda for all students that is consistently delivered by all staff members.
• Ensure Explicit Instruction (Direct Teaching) and other teaching methods as identified in the Whole-School Pedagogical Framework aspects (indirect, interactive and experiential teaching) are consistently implemented by all teaching staff.
• Implement a coaching and mentoring process that includes profiling of all teachers and provides structured feedback. Key staff development processes as identified are to be added to individual Developing Performance Agreements.
• Develop a progress Data system within the school across all subjects and all year levels. Continue to develop staff members' skills in the interpreting of data and the use of OneSchool.
• Continue to work on improving attendance by further developing the schools Attendance Policy and promoting Every Day Counts.
• Continue the Cultural Change Program to assist with the professional climate within the school.
• Revise and renew all Curriculum and Assessment Programs to align with Australian Curriculum, State School Strategy core priorities and Central Queensland Region – Key Accountabilities document as required.
• Develop and implement programs that focus on improving student numbers in the Upper 2 Bands for NAPLAN.
• Embark on a program of resource optimisation in the school incorporating aspects such as class sizes, timetable, ICT and Human Resources.
• Staff development program for all teaching staff to ensure high quality consistent teaching occurs in all classrooms.
• Respond to all recommendations from the Finance Audit, Teaching and Learning Audit and Discipline Audit.
• Review current data on every student and implement programs of instruction that ensure adequate progress in relative gain of all students.
• Develop and implement systems in the school that focus on the academic grading of every student with a view to have every student succeeding against the curriculum plan for them.

General Comments:
• Continue to develop positive behaviour and discipline teaching and resources, with respect to the unique setting of the P to 10 facility.
• Continue to re-establish Biggenden State School as a good school through quality communication and extensive celebration of our achievements.
• Continue to maintain the facilities, grounds, infrastructure, ICT and eLearning resources to a very high standard with partnerships with the P & C and the community. Programs such as Stephanie Alexander and the Chaplaincy Program to be sustained.

Verification:
This summary document was shared with staff on 3 - 11 - 2014.
This summary document was shared with the P and C on 12 - 11 - 2014.

Principal: R. Radler
ARD: [Signature]
P and C/School Council Representative: [Signature]
Staff Representative(s): [Signature]