

# Babinda 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 **Babinda State School** from **14 to 16 June 2021**.

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

Christine Dolley	Internal reviewer, EIB (review chair)
Ray Bloxham	Peer reviewer
Wayne Butler	External reviewer



## 1.2 School context

<b>Location:</b>	Boulders Road, Babinda	
<b>Education region:</b>	Far North Queensland Region	
<b>Year levels:</b>	Prep to Year 12	
<b>Enrolment:</b>	316	
<b>Indigenous enrolment percentage:</b>	20 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	1.9 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	15.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	924	
<b>Year principal appointed:</b>	Mid-2018	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal–senior secondary, Head of Department – Junior Secondary (HOD JS), Head of Diverse Learning (HODL), Business Manager (BM), guidance officer, senior secondary supervisor, three administration officers, 24 teachers, four teacher aides, 17 parents and 30 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer, community member volunteer and Babinda Taskforce member.

Partner schools and other educational providers:

- Principal Mirriwinni State School and Babinda Early Learning director.

Government and departmental representatives:

- Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
A whole-school approach to pedagogy	Staff Standards of Practice 2021
Babinda SS P-12 2021 Data Plan	School newsletters and website
School Opinion Survey 2019	Student Code of Conduct
Whole-school curriculum, assessment and reporting plan Prep–Year 10	Personalised Learning Babinda P-12 State School Three Tiers Academic Intervention
Headline Indicators (October 2020 release)	Whole School Professional Development Plan 2021



## 2. Executive summary

### 2.1 Key findings

**Staff express the belief that students from all backgrounds and ability will learn successfully.**

The school promotes and maintains an environment consistent with its stated purpose of 'We're here for all the kids in our community and own all the students in our class'. Teachers acknowledge their accountability to facilitate improved outcomes for all students. Staff, students and parents describe the mutually respectful relationships across the school and community. The school is characterised by a positive school culture, proactive relationships and an inclusive working environment. Parents and community members, local businesses and government organisations identify the role the principal has played in building strong relationships and maintaining the positive culture within the school.

**The specific learning needs of the full range of students are addressed as a priority.**


The Response to Intervention (RTI) program is embedded at the school and is expressed as being best practice. Teachers, parents and students speak highly of the RTI program. Teachers meet with the Head of Diverse Learning (HODL) regarding each classroom's response to Tiers 2 and 3 interventions in the classroom. This program includes the use of teacher aides who receive ongoing Professional Development (PD) each week regarding their roles to insure the integrity of the program. The program is highly individualised, targeting specific skills required for students to progress. Teachers and the HODL create individual support provisions that record specific skill areas being targeted and track the measured progress toward skill achievement.

**School leaders express commitment to the seamless transition of students from Prep to Year 12.**

The school encourages excellence, applauds achievement, and celebrates diversity. Central to the school's distinct identity and offerings is the commitment to ensuring students achieve their highest academic potential through regular performance checks, explicit and direct instruction and tuition. The school badge, containing the school motto '*Strive to Excel*', heads strategic documents. The leadership team articulates the importance of a united commitment to the explicit improvement in learning outcomes for the full range of students from Prep to Year 12. School leaders recognise the importance of enhancing the elements of a refined Explicit Improvement Agenda (EIA), driving an explicit focus across all learning areas and through all year levels, strategically identifying opportunities for precision.

**Teachers at the school are highly committed and articulate the need for continuous improvement in their practice.**

The school places a high priority on attracting, retaining and developing the best possible teachers. Teachers strive to become experts in their focus areas of teaching. School leaders take personal and collective responsibility for improving their own skills and knowledge in order to improve student learning and wellbeing. They understand that this requires the



development of knowledge and skills required to improve student learning. Some teachers indicate the need for awareness in relation to PD opportunities being offered outside of the school. Teachers express that PD conversations are yet to establish priorities and how they could, and should be met.

**School leaders are committed to ensuring the fullness of the Australian Curriculum (AC) is implemented with fidelity across the school.**

The school has developed a coherent and sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across all year levels. Teachers express appreciation for the support of members of the leadership team in building expertise for the delivery of the AC. Confirmation of teacher judgement across folios of student work informs changes to pedagogical approaches and unit planning for the future. School leaders identify the need to enhance processes to ensure rigour in the Quality Assurance (QA) of the curriculum. Extending moderation practices for all teachers beyond the school to enhance consistency of teacher judgement in Level of Achievement (LOA) allocation across all learning areas is recognised as a vital next step.

**The principal and staff recognise that highly effective teaching is the key to improving student learning outcomes.**

The leadership team articulates that staff apply new teaching practices learnt, challenging themselves to improve. Teachers express that they share good practice with colleagues. The principal and other members of the administration regularly visit classrooms, routinely evaluating the effectiveness of teaching and walkthroughs are informal and unscheduled. Teachers indicate a desire for more formalised documented feedback each year in relation to their classroom practices and teaching so as to make adjustments. The principal expresses awareness of the need to provide individual feedback to teachers based on classroom observations.

**A strong sense of professional collegiality amongst staff members is apparent.**

Some teachers describe the support they receive from mentors upon commencement at the school. They indicate that there are varying types of induction provided when they arrive. Staff members express the value of a teacher peer observation structure for sharing best practice and ongoing PD in pedagogies. Teacher induction and the scope of induction provided to teachers are yet to be documented. A formalised and documented induction program for new and beginning teachers is yet to be established.

**The school has a wide range of collaborations, relationships and partnerships that serve the learning, wellbeing and engagement interests of students and staff.**

Some partnerships have formal arrangements that are regularly reviewed. The highly valued senior secondary supervisor role provides mentoring for Years 11 and 12 students and their families to support online learning and potential work experience, traineeships and apprenticeships at local businesses. Community members express appreciation for the active leadership of the principal in engaging with the local Chamber of Commerce, health



services and Queensland Police Service (QPS) to develop a collaborative local response to the challenges presented during the global pandemic.

**Parents are extremely appreciative of staff members' efforts and their commitment to students.**

School leaders recognise that parents and families are integral partners in education. Local community leaders support and speak positively of the school, recognising high levels of parent and community confidence. The effort school leaders and staff members display to keep parents informed of learning programs and student progress is greatly appreciated. Parents are kept informed through newsletters, school website, Facebook and class emails throughout the year. Many staff indicate they would welcome greater parent and community input into the school, including in classrooms. Parents are encouraged to engage with the school through a range of school events and celebrations that are held regularly.





## 2.2 Key improvement strategies

Enhance the elements of a refined EIA, driving an explicit focus across all learning areas and through all year levels, strategically identifying opportunities for precision.

Collaboratively establish formalised, documented and accountable processes for PD plans to support improvement in teaching and learning aligned to the EIA.

Develop processes to quality assure the rigour of curriculum planning through consistent moderation beyond the school, building confidence in teacher judgement across all learning areas.

Systematically develop a documented process for routinely evaluating the effectiveness of teaching through the provision of regular feedback.

Collaboratively develop a systematic, formalised, documented induction program for new and beginning teachers that provides a clear indication of the school's expectations, philosophy and operations.