School Improvement Unit
Report

Ballandean 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 Ballandean State School from 7 to 8 November 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

Peter Doyle Internal reviewer, SIU (review chair)
Marie Hillyard Peer reviewer
# 1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Bent’s Road, Ballandean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Darling Downs and South West Region</td>
</tr>
<tr>
<td>Year opened:</td>
<td>1909</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Enrolment:</td>
<td>55</td>
</tr>
<tr>
<td>Indigenous enrolment percentage:</td>
<td>5.5 per cent</td>
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<tr>
<td>Students with disability enrolment percentage:</td>
<td>3.6 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1016</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>August 2016 (acting)</td>
</tr>
<tr>
<td>Full-time equivalent staff:</td>
<td>4</td>
</tr>
<tr>
<td>Significant partner schools:</td>
<td>Glen Aplin State School, Stanthorpe State High School, Stanthorpe State School, Wallangarra State School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Stanthorpe Returned and Services League of Australia (RSL)</td>
</tr>
<tr>
<td>Significant school programs:</td>
<td>Billy Cart Bash</td>
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1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal and six teachers, three teacher aides, cleaner, 55 students, five parents, Parents and Citizens’ Association (P&C) president, vice president and secretary

Partner schools and other educational providers:

- Principal Glen Aplin State School, Principal Wallangarra State School, Principal Stanthorpe State High School

Government and departmental representatives:

- Adopt-a-Cop, Immediate past principal, 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 (Semester 2, 2016)
- OneSchool
- School budget overview
- School pedagogical framework
- School newsletters and website
- Assessment Schedule
- School Opinion Survey
- Responsible Behaviour Plan
- Personal Development Plans
- Curriculum planning documents
2. Executive summary

2.1 Key findings

The school has long been the focal point of this small, rural community.

Members of the wider community are supportive of the school and its endeavours to provide quality education for the Ballandean community. The community actively supports the ANZAC Day and the Billy Cart Race.

The school’s Explicit Improvement Agenda (EIA) identifies improvement in learning outcomes in reading and writing as the core priorities.

This agenda is articulated by some staff members. Alignment between this EIA and the school’s budget is yet to be developed. Parents and members of the wider community are not yet able to articulate the EIA.

The principal is working towards developing a whole-school curriculum plan that aligns with the Australian Curriculum (AC) and standards.

Two teachers meet on a regular basis to discuss the design and implementation of upcoming units of work. The principal plans to expand this practice to include all teachers with the implementation of a whole-school, curriculum plan.

The school has a documented assessment schedule that outlines data collection tools and timelines for summative and formative assessment.

The teachers are guided by the Support Teacher Literacy and Numeracy (STLaN) with regional benchmarks, targets and timelines which are utilised to guide the data collection cycle.

The school has a team of enthusiastic, committed teachers and teacher aides who share responsibility for student learning and success.

Parents and students speak highly of the teaching and support staff. The principal has strategies developed including programs, practices and personnel to further develop and assist teaching, and to support staff to develop their understanding of what students are to be taught and how students learn their curriculum offerings.

The school uses a number of strategies to communicate with the school community, including a regular newsletter, school website and Facebook page.

Parents and students speak highly of the teaching and support staff members. Some parents express the view that communication strategies could be strengthened.
The ‘tone’ of the school reflects a school-wide, commitment to purposeful, successful learning.

The core values of ‘Respect, Responsibility, Learning and Safety’ provide a foundation for developing behaviours for learning. These rules are strategically displayed throughout the school and are known by students and the school community. There are few obvious behavioural, attendance or engagement challenges.

### 2.2 Key improvement strategies

Develop a narrow and sharp EIA to include key strategies, achievable and measurable targets linked to individual student outcomes and term-by-term timelines.

Collaboratively review and document the whole-school curriculum plan to reflect current practice and to include all curriculum areas.

Collaboratively review the school’s assessment schedule incorporating targets and benchmarks.

Review the Professional Development (PD) plan to align with the school's EIA and is informed by staff members' Annual Performance Development Plans (APDP).

Review existing methods of communication within and beyond the school to ensure that they are inclusive of community expectations.