



School Improvement Unit Report

Burketown State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Burketown State School from 09 to 10 June, 2015. 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

Location:	Beames Street, Burketown
Education region:	North Queensland
The school opened in:	1888
Year levels:	Prep to Year 6
Current school enrolment:	27
Indigenous enrolments:	63 per cent
Students with disability enrolments:	0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	724
Year principal appointed:	2015
Number of teachers:	Teaching Principal and 2 classroom teachers
Nearby schools:	Normanton State School, Julia Creek State School, Boulia State School, Dajarra State School, Camooweal State School, Karumba State School
Significant community partnerships:	Burke Shire Council, MMG Century Mine
Unique school programs:	Nil



1.3 Review methodology

The review was conducted by a team of two 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:
 - Teaching Principal
 - Two classroom teachers
 - Administration Officer, three teacher aides and cleaner
 - Parents and Citizens' (P&C) association president and five parents
 - Burke Shire Council CEO

1.4 Review team

Bert Barbe	Internal Reviewer, SIU (review chair)
Bob Cole	External Reviewer



2. Executive summary

2.1 Key findings

- The principal, teaching, support staff and parents clearly articulate the school's current improvement priorities of reading and attendance.

Targets and strategies for improvement in these two areas are visible around the school and well known by all stakeholders. Monitoring systems are in place and student learning outcomes are already showing significant improvement.

- The principal has introduced consistent reading strategies and monitoring processes across the school.

Reading strategy posters are available in classrooms to support student reading. Reading achievement levels are consistently monitored. All children are aware of their current reading levels and their aspirational reading targets are displayed in their classrooms. Students are able to discuss their learning goals and their progress.

- The principal and teachers pay close attention to the individual achievement data for every student.

The principal has introduced five-week data cycles to monitor student learning, meeting with each teacher to analyse data and adjust teaching. The school has commenced building teacher capacity in the analysis and use of data and has identified this as an area for ongoing development.

- The school has established a learning environment characterised by high expectations that children will be successful in their learning.

There are established systems in place that encourage positive behaviour and effort and these are consistently implemented across the school. Stakeholders interviewed acknowledge there is a significant improvement in the overall learning culture of the school in 2015.

- The principal sees the development of staff into an expert teaching team as pivotal to improving student learning outcomes.

Teachers work with a range of personnel to develop their curriculum and pedagogical skills through observation and feedback, modelling and mentoring. The principal is actively sourcing multiple opportunities for teachers to observe teaching and curriculum delivery in 'like' schools.



2.2 Key improvement strategies

- Maintain the narrow and sharpened focus on the school improvement agenda with the aim of fully embedding the reading program before moving on to other curriculum areas.
- Develop a Burketown Reading Program document to succinctly outline whole-school expectations for the teaching of reading incorporating explicit teaching strategies.
- Continue to develop teacher data literacy skills to effectively use data to inform their planning for teaching.
- Build the instructional leadership culture within the school and continue to provide coaching and mentoring activities for teachers.
- Consider modelling as part of the coaching and mentoring processes for early career teachers and explore opportunities for these teachers to observe other multi-age settings.