

Binjour Plateau 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 **Binjour Plateau State School** from **19 to 20 November 2020**.

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)

Roslyn Bougoure

Peer reviewer



1.2 School context

Location:	Burnett Highway, Binjour	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	12	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	12 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	25 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	941	
Year principal appointed:	2020 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), cluster Head of Special Education Services (HOSES), five classroom teachers, three teacher aides, cleaner, three parents and 12 students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) members and IMPACT Centre director.

Partner schools and other educational providers:

- Principal Burnett State College and director Lady Gowrie Early Childhood Centre.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Whole School Curriculum Plan
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School improvement targets	School newsletters and website
School pedagogical framework	Professional development plans
School Opinion Survey 2019	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

All members of the school community describe a supportive and collegial environment.

There is an articulated ethos across the school of an embedded belief that every student will learn and is capable of achieving positive outcomes. A culture of high expectations is apparent across the school. The principal provides support for staff members, students, parents and community members to meet these expectations. Staff members are valued for the contribution they make towards student learning and the improvement agenda of the school. The team is strongly united, built on trust and mutual respect. Staff members clearly articulate the school improvement journey. They appreciate the role of the principal in driving the current agenda.

A united commitment by all staff is expressed as crucial to the improvement of learning outcomes for all students.

Staff members are dedicated to providing a nurturing, supportive educational environment. Parents, carers and community members indicate that the teaching staff is approachable, supportive and consultative when any concerns or issues are raised with regard to the students. They appreciate the willingness of staff availability for discussions regarding student progress. The school motto of '*Grow with Binjour*' is contained in the school badge, featured on school documentation, newsletters, website and Facebook page.

The highly visible principal and staff members clearly communicate the expectation that all students will learn successfully.

Teachers articulate high expectations for attendance and engagement, with aspirational outcomes. Staff members express the united commitment to improving the quality of teaching and learning throughout the school by addressing obstacles to school-wide improvement. Programs are systematically reviewed and evaluated for their effectiveness in producing desired improvements in student learning and performance. The principal articulates the intent to refine the improvement agenda with a specific focus, using data to monitor effectiveness and measuring success against established school targets.

Teaching staff members view reliable school data as integral to effective processes to support whole-school and individual student achievement.

The principal and staff members articulate that the tracking and interpretation of a range of student data drives the improvement of student outcomes and school-wide achievement. The principal and staff members regularly work together to review achievement data, appreciating the time set aside in dedicated staff meetings to discuss strategies for the continuous improvement in student outcomes. The principal expresses the importance of enhancing data literacy practices for all teaching staff, through the provision of ongoing Professional Development (PD), embedding ownership and understanding of all data sets for improvement.

The school has clear strategies to promote appropriate behaviour including agreed responses and consequences.

Positive Behaviour for Learning (PBL) PD has been accessed via virtual platforms to enhance behaviour management strategies to engage students in their learning. The principal articulates that the next step in behaviour management to support the school expectations of *'Be Safe, Be Respectful, Be Responsible, Be a Learner'* is the formal implementation of PBL to provide consistent approaches to behaviour concerns and issues, and to promote positive choices. The expressed intent is to embed agreed whole-school PBL processes and quality assure PBL implementation across the school to ensure it is operationalised with a high level of rigour and fidelity.

The school is developing an explicit, coherent, sequenced plan for curriculum delivery from Prep to Year 6.

This plan makes clear to teachers what teachers should teach and students should learn. The curriculum documents address the Australian Curriculum (AC) through implementing Curriculum into the Classroom (C2C), exploring the P-6 curriculum planning model and utilising the digital planning guides. Teachers have begun to engage in informal moderation processes and the principal expresses an interest in developing and formalising this, including participating in external moderation activities with other schools in the area. The principal values the implementation of internal and external moderation processes, including aspects from 'before, after, after, end' moderation.

Teaching staff understand that having a repertoire of high-yield teaching strategies improves students' learning.

The principal keeps informed of research in relation to effective teaching and a number of research-based teaching practices have been adopted. Teachers express that the principal actively promotes a range of evidence-based teaching strategies including creating classroom and applied learning environments in which students are engaged, challenged, feel safe to take risks and are supported to learn. Staff members work to build student belief in their own capability to learn successfully and their understanding of the relationship between effort and success. Teaching staff routinely evaluate the effectiveness of their teaching and use these evaluations to make adjustments to practice. The principal recognises the importance of implementing a whole-school coaching, mentoring and observation model to provide formal and informal feedback to teachers regarding their key signature pedagogical practices.

The school is well regarded within the community.

There is significant appreciation expressed by community members for the learning environment created at the school. Partnerships with parents and the community have been carefully fostered. A range of actions and strategies has been utilised to strengthen and renew parent and community engagement. Effective strategies to address key areas of communication, building strong partnerships, community collaboration and decision making have been strategically planned to build the foundation of a respectful school culture and tone.



The school has a welcoming, attractive, physical environment with clearly designated play areas, expansive ovals and well-tended gardens.

Pavers engraved with staff and family names over the years of the school's operation lead to the memorial plaque commemorating the sacrifices of those who served Australia during wartime. Covered walkways, open inviting classrooms and displays of student work promote a stimulating environment that supports and encourages learning. The ovals and gardens are well-tended, and students have access to a wide range of facilities and resources to play, explore and develop their individual interests and strengths.



2.2 Key improvement strategies

Establish a refined, sharp and narrow Explicit Improvement Agenda (EIA) with a specific focus, using data to monitor effectiveness and measuring success against established school targets.

Enhance data literacy practices for all teaching staff, through the provision of ongoing PD, embedding ownership and understanding of all data sets for improvement.

Embed agreed whole-school PBL processes and quality assure PBL implementation across the school to ensure it is operationalised with a high level of rigour and fidelity.

Implement internal and external moderation processes, including before, after, after, end moderation.

Implement a whole-school coaching, mentoring and observation model to provide formal and informal feedback to teachers on their key signature pedagogical practices.