School Improvement Unit
Report

Uboboo State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Ubobo State School from 15 to 16 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Cedarvale Road, Boyne Valley</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
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<tr>
<td>The school opened in:</td>
<td>1927</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>16</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>12.5 per cent</td>
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<td>Students with disability enrolments:</td>
<td>6 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>899</td>
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<td>Year principal appointed:</td>
<td>2015</td>
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<tr>
<td>Number of teachers:</td>
<td>Teaching Principal and 2 part-time classroom teachers</td>
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<tr>
<td>Nearby schools:</td>
<td>Buliyan State School, Nagoorin State School, Bororen State School</td>
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<td>Significant community partnerships:</td>
<td>Boyne Valley Community Discovery Centre, Queensland Country Women’s Association (QCWA)</td>
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<td>Unique school programs:</td>
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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:
  - Principal
  - Two classroom teachers
  - Teacher aide and administration officer/teacher aide
  - Six students
  - Parents and Citizens’ (P&C) Association president and six parents
  - Two local state school principals
  - Two Boyne Valley Community Discovery Centre representatives
  - Queensland Country Women’s Association (QCWA) representative
  - Local Councillor

1.4 Review team

Bert Barbe Internal reviewer, SIU (review chair)

Glenn Forbes Peer reviewer
2. Executive summary

2.1 Key findings

- Respectful and caring relationships are reflected in the ways in which staff, students, parents and community members interact.

Parents and community members speak highly of the school. There is a sense of optimism about the current direction of the school. Students are happy and engaged in learning.

- The school has an explicit improvement agenda focused on reading and writing.

Reading and writing have been identified as key areas for student improvement. The school has the opportunity to develop and embed whole-school reading and writing practices and supporting school documents.

- *Explicit Instruction* has been identified as the signature pedagogy of the school.

There is a commitment to utilising *Explicit Instruction* as the evidence-based pedagogy to drive student improvement. The school has prioritised *Explicit Instruction* professional learning for all staff.

- A range of student achievement data is collected to inform differentiated teaching and learning.

The school has an assessment plan for the systematic collection of student data. Data is collected across a number of identified priority areas. Five-week data cycles have recently been introduced and the data is beginning to influence teaching practices and learning adjustments for students.

- The school facilitates student learning through delivery of curriculum appropriate to student needs.

Examples of this include differentiated teaching plans for all students and focused teaching plans for students requiring additional support. There is evidence of flexible across year level grouping to support or extend individual students.

- The school identifies coaching and feedback as an emerging professional capability priority.

Coaching and feedback is seen as a pathway to enhance the consistent teaching practices of the staff. An observation and feedback checklist has been developed and planning is underway to establish regular coaching and feedback processes.

- Formal processes for student goal setting and feedback are an area for development.

Teachers regularly provide students with informal feedback on their learning and document general goals in differentiated or focused teaching plans.
The principal has prioritised the development of a positive learning culture in the school.

There is strong evidence that the principal has established a positive culture for learning. Proactive attendance strategies, the renewal of processes to support positive student behaviour and student engagement are characteristic of this culture.
2.2 Key improvement strategies

- Narrow and sharpen the focus of the school improvement agenda to embed the whole-school reading program before moving on to other areas.

- Systematically analyse test data linked to the main drivers of the explicit improvement agenda leading to the implementation of proactive, evidence-based strategies.

- Develop and implement an instructional leadership culture through formal modelling, coaching and feedback processes with all staff.

- Monitor the vertical alignment of curriculum delivery for students working at different year levels.

- Continue to refine differentiated teaching processes, including Individual Curriculum Plans, to accurately match teaching to the learning needs of all students.

- Collaboratively develop student goal setting and feedback processes to support individual student learning.