



School Improvement Unit Report

Byfield State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Byfield State School from 3 to 4 August, 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:	2233 Byfield Road, Byfield
Education region:	Central Queensland
The school opened in:	1948
Year levels:	Prep to Year 6
Current school enrolment:	35
Indigenous enrolments:	3 per cent
Students with disability enrolments:	Nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1009
Year principal appointed:	2009
Number of teachers:	2
Nearby schools:	Capricorn cluster - Farnborough State School, Cawarral State School, Keppel Sands State School, Coowonga State School, Emu Park State School, Taranganba State School, Yeppoon State School, Yeppoon State High School
Significant community partnerships:	Byfield General Store, Byfield and District Historical Society, Byfield Hall Association Inc.
Unique school programs:	Reading Rocketeers, Recycling and Sustainability Program, Year 6 beach activities with Capricorn Schools



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
 - Classroom teacher
 - Two relief teachers
 - Two teacher aides, administration officer and cleaner
 - 23 students
 - Seven parents
 - Feeder high school principal
 - Chaplain
 - Parents and Citizens' (P&C) president and vice-president

1.4 Review team

Sevil Aldas	Internal reviewer, SIU (review chair)
Warren Greinke	Peer reviewer



2. Executive summary

2.1 Key findings

- The school places a significant emphasis on building a supportive school environment by developing and maintaining positive relationships between staff, students and parents.

The school has collaboratively developed and embraced a set of core values to embed a positive learning climate. Student engagement levels are high and parents indicated an appreciation of the readiness of the school to support families and students.

- An explicit improvement agenda identifies the key priorities of writing, reading and numeracy for school improvement in 2015.

The school has made gains in student outcomes in the areas of reading and writing. The key strategies and measures of success in the area of numeracy are not yet clear. Staff are committed to improving the outcomes for students and are continuing to refine ways to monitor student progress in classrooms and across the school.

- The school demonstrates a strong culture of analysing data to identify starting points for improvement in student learning and to monitor progress over time.

Teaching staff have collaboratively developed and use a range of school generated data sets. These are accompanied by a collection of attendance and behaviour indicators that support and inform teaching, learning and the school's improvement agenda.

- The school is developing a culture of professional collaboration.

There is emerging practice of observation and feedback processes and the development of a whole-school approach to building collective capacity for teaching and support staff. Staff agreed that they value these opportunities and are working toward allocating time to further develop and refine this initiative.

- The school has a documented whole-school plan for curriculum delivery.

The curriculum plan is collaboratively adapted to provide direction to teachers and meet the needs of students in multi-age classes in the school. Staff have recognised the need to ensure vertical alignment of curriculum delivery across the school to safeguard continuity and progression of learning across the years of schooling.



- Shared approaches to differentiation are evident through ability groupings in reading and spelling.

The investment in teacher aides to enable the implementation of differentiated teaching groups and targeted programs is significant and valued within the school. There is limited evidence on how the learning needs of high achieving students are currently met.

- The school seeks ways to enhance student learning and wellbeing by partnering with parents and the wider community.

The school's partnerships with local businesses and community organisations are sustainable and have become an accepted part of the culture of the school community. Communication with parents is predominately informal. Active engagement with parents as partners in their child's learning is developing.



2.2 Key improvement strategies

- Sharpen the school's explicit improvement agenda and ensure that there is clarity around the strategies for improvement. Strengthen the school's communication strategies to ensure that parents have a clear understanding of the strategic direction of the school.
- Build the capacity and confidence of teachers to utilise data in tracking student progress across the key junctures of the school and to inform teaching and learning.
- Further develop a strategic approach to the development of a feedback culture across the school. Align the provision of formalised observation, feedback, coaching and mentoring to the school improvement agenda.
- Refine the whole-school curriculum plan to ensure vertical alignment and progression of learning across all year levels. Establish processes to quality assure and monitor ongoing implementation of the whole-school curriculum plan.
- Build upon teachers' understanding and skills in differentiating learning for the full range of students, especially high achieving students, and ensure strategies are aligned to the curriculum and units of work.
- Develop a deliberate strategy to engage, inform and empower parents to be partners in learning to develop a culture of mutual shared responsibility for student achievement.