

Butchers Creek 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 **Butchers Creek State School** from **19 to 20 April 2021**.

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 Lead Principal 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

Sandra Perrett

Internal reviewer, EIB (review chair)

Garth Hunt

External reviewer



1.2 School context

Location:	Corner Topaz and Gadalloff Roads, Butchers Creek	
Education region:	Far North Queensland Region	
Year levels:	Year 1 to Year 6	
Enrolment:	11	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	18.1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	36.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	926	
Year principal appointed:	Term 4 2020 - acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, three teacher aides, Business Manager (BM), cleaner, facilities officer, 11 students and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Malanda State High School, Malanda State School and Yungaburra State School principals.

Government and departmental representatives:

- Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
School Opinion Survey	School newsletters and website
Student Code of Conduct	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

A high priority is given to building and maintaining positive and caring relationships.

Staff members indicate a strong collegial culture exists within the school. Mutual trust and support contribute to the strong feeling of connectedness that exists and operates within all aspects of the school team. The wellbeing of staff and students is recognised by the principal as a priority. The work of the principal and the authentic support provided to staff members is consistently referenced and warmly appreciated.

The principal, staff members and parent body are united and committed to improving the learning outcomes for all students.

The principal has developed an Explicit Improvement Agenda (EIA) focusing on implementing Positive Behaviour for Learning (PBL), creating community and cluster engagement and continuing to increase improvements in writing. In response to the voice of staff members, the main focus is on PBL with a commitment to achieving full implementation.

The principal is focused on providing all students with access to quality learning experiences that reflect the requirements of the Australian Curriculum (AC).

High quality curriculum delivery is identified as a key aspect for continuing to improve learning outcomes for all students in the school. Staff members articulate a desire to continue to develop knowledge and capability to plan, teach and assess the AC, clarifying the connection between learning activities and the units of work. The principal expresses a desire to support all staff members to build their knowledge of the AC.

The principal articulates the importance of utilising staff members to support all students, including students with disability and other complex learning needs.

Teachers and teacher aides work together to support all students. The principal identifies the importance of greater levels of flexibility to utilise staff time and other funding allocations to support initiatives, learning areas and to cater for individual student needs. The principal understands the need to review how the different learning areas are being taught and the roles and responsibilities of all staff members to ensure all students, including students with disability, are supported.

Staff members place a high priority on ensuring that the learning needs of all students are identified and addressed.

Teachers and teacher aides work together to develop their understanding of where the students are in their learning. The school accesses a range of Professional Development (PD) activities to build knowledge and understanding of all students, including students with disability and other complex needs. A key staff member is yet to be identified to oversee and manage verification processes and to formalise the ongoing support for verified students, in line with systemic expectations.



A clear belief is apparent that highly effective teaching is the key to improving student learning.

The principal articulates the belief that good teachers draw on a range of great pedagogical practices when teaching. The principal acknowledges the need to identify and enact agreed school-wide pedagogical approaches for teaching and learning. As a result, the principal is beginning to build staff knowledge and understanding of a range of pedagogical approaches and practices, and articulates the need to continue this work.

Staff members focus on knowing students as individuals in the provision of support.

A high priority is placed on ensuring that the learning needs of all students are identified and addressed. Teachers and teacher aides work together to develop their understanding of where students are in their learning. Students express appreciation of the effort their teachers dedicate to teaching and learning. Students articulate that they value the positive relationships they have with staff members and the ongoing support and encouragement received during the learning process.

Parents express appreciation of the school as a key part of the community.

The Parents and Citizens' Association (P&C) is highly active, with all of the seven families engaged in different ways. The major focus for the fundraising is to enable students to attend the school camps. Staff members and the P&C work together to engage with the community to build partnerships that will support students.



2.2 Key improvement strategies

Build the knowledge and capability of the teaching team to plan, teach and assess the AC, including learning areas, general capabilities and cross-curriculum priorities.

Review the roles and responsibilities of the teaching team as they are aligned to funding allocations, initially focusing on teacher roles, prioritising key learning areas and inclusion support.

Collaboratively develop and enact a responsibilities statement for the inclusion role and build teacher capability through PD and networking.

Collaboratively identify, document and build capability in using the school's signature pedagogical approaches and practices, and ensure alignment to teaching the AC.