Background:
Barcaldine SS, a P - 12 Campus, has recently celebrated 125 year of providing high quality education for
the citizens of Barcaldine and the surrounding area. The school has a strong focus on literacy, numeracy
and technology application across the curriculum. A variety of subjects are offered to students, with both
academic and vocational options. Students in the senior phase have the distinct advantage of small
class sizes and are able to participate in school based traineeships and apprenticeships. The School of
Distance Education, TAFE and Virtual Schooling options make senior courses available to the students.
Current Principal Ms Robin Rayner was appointed to the position in 2007.

Commendations:
• School leaders have analysed school performance data over a number of years and used this data
to identify an explicit improvement agenda. School data, particularly, NAPLAN data, identified
reading as an area that required particular attention. A whole of school focus on reading, which
included benchmark testing of students, professional development of teachers, explicit curriculum
expectations and differentiated learning experiences for students, has resulted in improved reading
skills as evidenced by 2012 NAPLAN scores.
• The school has adopted explicit teaching as a pedagogical model and there is evidence that
teachers’ planning and lesson presentations are significantly influenced by this model.
• School leaders explicitly encourage teachers to tailor their teaching to student needs and
readiness. There is evidence in teachers’ planning and in student workbooks that the different
needs of students are being addressed. Students tell stories of how teachers treat them as unique
individuals and tailor their lessons to meet their particular learning needs. The Teaching and
Learning Audit Report of 2010 recommended that teachers are to document adjustments made for
the range of learners in their classes and the staff members of Barcaldine are to be commended for
the implementation of this recommendation.
• There is evidence that the Principal and other school leaders view reliable, timely student data as
essential to their leadership of the schools. The monitoring of the Queensland Certificate of
Education (QCE) eligibility is a good example of the use of data to ensure successful outcomes for
students.

Affirmations:
• The tone of the school reflects a school wide commitment to purposeful successful learning.
Teachers and students are proud of their school.
• The school curriculum plan identifies the curriculum, teaching and learning priorities and
requirements as set out in the P-12 curriculum framework. Teachers have worked collaboratively to
ensure that the delivered curriculum includes a wide range of learning experiences to meet the
needs of all students.
• The school has implemented programs to address the particular learning needs of students
including students with disabilities and Indigenous students.
• The school is developing and implementing a Gifted and Talented program. A teacher has been
trained, gifted and high performing students have been identified and programs to support these
students have been delivered.
• There is evidence that the Years 11 - 12 curriculum is delivering quality outcomes for both OP
eligible students and students studying vocational education and training (VET) pathways and into
employment.
Recommendations:

- Continue to develop the current focus on ongoing professional learning of all staff members and on the development of a self-reflective culture focused on improving classroom learning. Strategies to achieve this goal should include the implementation of a coaching program, which will result in teachers visiting each other’s classrooms and learning from each other. It is recommended that coaching maximises the full skill sets of teachers in a P-12 environment.

- Continue to implement a whole of school research based pedagogical framework. The current implementation of the explicit teaching model is producing positive outcomes but needs to be the subject of further discussion and adoption by all teachers.

- Further develop the current setting of school targets, to include level of achievement targets for all classes and individual students, and monitor the achievement of the targets through the line management structure.

- Develop consistent expectations across the school whereby students receive timely and effective instructional feedback, front ended assessment and ‘A’ level exemplars to give clarity about what students are expected to learn and be able to do.

- Continue to implement the Gifted and Talented program across P-12.