Beerwah State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Beerwah State School** from **20 to 22 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer, SIU
Lynne Foley	External reviewer

1.2 School context

Location:	Old Gympie Road, Beerwah
Education region:	North Coast Region
Year opened:	1888
Year levels:	Prep to Year 6
Enrolment:	366
Indigenous enrolment percentage:	11.0 per cent
Students with disability enrolment percentage:	10.0 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963
Year principal appointed:	2014
Full-time equivalent staff:	24.89
Significant partner schools:	Landsborough State School, Beerwah State High School, Glasshouse Christian College, Peachester State School, Glass House Mountains State School
Significant community partnerships:	Beerwah State High School, University of Sunshine Coast (USC), Glass House Coalition of State Schools
Significant school programs:	Early Childhood Development Program (ECDP), Neuromite program, Beerwah Boost reading program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), master teacher, teacher student services, five teacher aides, Business Services Manager (BSM), 18 parents, 22 teachers, tuckshop convenor, Parents and Citizens' Association (P&C) president, two administration officers and 59 students.

Community and business groups:

- Outside School Hours Care (OSHC) coordinator, Caloundra Community Centre representative and Indigenous community advisor.

Partner schools and other educational providers:

- Head of Department (HOD) Junior Secondary of Beerwah State High School.

Government and departmental representatives:

- Local Councillor for Sunshine Coast Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2015-2018
School Opinion Survey	School Data Profile 2017
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Professional Learning Community Agenda	Headline Indicators (Semester 2, 2016 release)
Beerwah State School - 2017 Assessment Monitoring Intervention and Extension Framework	Curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The school leadership team and staff members are building a learning environment that supports and motivates students to do their personal best.

The school tone is positive, warm and friendly. All staff members respectfully manage, support and encourage student learning with a belief that all students can be successful learners. Students and parents articulate that this is a good school and teachers are approachable and supportive.

School staff members are committed to improvements in learning outcomes for all students across the school.

Teachers are able to describe strategies they have established to support differentiated learning experiences in their classrooms. These strategies include: grouping students according to ability for reading, spelling and mathematics; forming needs groups during lessons; monitoring student learning during independent work; and, using teacher aide, support staff and peer tutor support. Students with identified needs are strongly supported through the process of developing detailed Individual Curriculum Plans (ICP).

The school's Explicit Improvement Agenda (EIA) is focused on improving students' reading skills.

Staff members are able to articulate the EIA and some teachers are able to explain why this agenda is a priority focus area for the school. Most teachers are genuinely engaging students in daily reading activities aligned with the whole-school reading framework, with a particular focus on developing their reading comprehension skills.

School-wide targets are established and documented in strategic school documents.

Systematic and explicit documented action plans for key programs and processes aligned to the EIA are yet to be fully developed. Some processes for systematically monitoring progress towards published school targets and evaluating strategies for effectiveness across all aspects of the EIA are implemented across the school.

The school's Responsible Behaviour Plan for Students (RBPS) outlines behaviour expectations and agreed consequences, and is enacted through the Positive Behaviour for Learning (PBL) program.

There are clearly defined behaviour management strategies that students are able to articulate. The school rules, '*Be Safe, Be Respectful, Be an Active Learner'*, are visible throughout the school and form the basis for expectations of student behaviour. Resources to teach expected behaviours and social skills based on a weekly focus are formulated by the PBL team. Students articulate that the consistency of expectations and consequences varies across the school. Some staff members express the need to continue to strengthen the PBL processes in the classroom and playground.

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A model for organisational structure including roles and responsibilities is developed.

The principal is strategic in developing the skills and talents of school leaders and key staff members for different operational aspects of the school. Some staff members are not yet clear regarding the roles and responsibilities of the leadership team and key support personnel in the implementation of the improvement agenda and other school priorities.

The school leadership team has high expectations for the improvement of individual professional practice.

During the Success Project teachers had the opportunity to engage in observation and feedback to support the implementation of the school's reading framework. Conversations with teachers and the leadership team indicate that regular observation and feedback regarding teaching practices and coaching opportunities related to the EIA of reading are yet to be developed and implemented.

Communication between staff members, parents and students is respectful and caring.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. Students demonstrate an obvious sense of belonging and speak highly of all staff members and the interest shown in their welfare and learning.

2.2 Key improvement strategies

Sustain the narrow and sharp focus of the current EIA to embed a school-wide understanding of, and commitment to, identified priorities and targets.

Develop action plans for key programs and processes with documented systems for monitoring and review of their effectiveness.

Review and communicate a specific statement of roles, responsibilities and accountabilities for school leaders and key staff members that details key actions, accountabilities and implementation timelines aligned with the EIA.

Promote a culture of continuous professional improvement through regular observation, feedback and coaching opportunities that focus on evidence-based teaching strategies leading to a greater consistency of practice across the school.

Strengthen the PBL processes to embed the whole-school approaches to effectively managing student behaviour across the school to ensure students experience high rates of academic success.