Beerwah State School

Executive Summary

Education Improvement Branch

Queensland Government

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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 **Beerwah State School** from **10** to **12 May 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 Assistant Regional Director (ARD) 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

Lesley Vogan	Internal reviewer, EIB (review chair)
Linda Knight	Peer reviewer
Ian Hall	External reviewer

1.2 School context

Location:	Old Gympie Road, Beerwah	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	292	
Indigenous enrolment percentage:	10.3 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	11.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	973	
Year principal appointed:	2014	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), two Heads of Department – Curriculum (HOD-C), Support Teacher Literacy and Numeracy (STLaN), 18 teachers, four teacher aides, two administration officers, chaplain, 41 students and 20 parents.

Community and business groups:

- Outside School Hours Care (OSHC)/Helping Hands director and Parents and Citizens' Association (P&C) president, vice president and treasurer.

Partner schools and other educational providers:

- Beerwah State High School principal.

Government and departmental representatives:

- Councillor for Division 1 Sunshine Coast Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Reading Framework
Investing for Success 2021	Strategic Plan 2017-2021
Curriculum planning documents	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
School improvement targets	Student Code of Conduct
School Opinion Survey	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework	School differentiation overview and Anchor Charts
Assessment, Monitoring Intervention and Extension Framework	School newsletters and website and Facebook Page

2. Executive summary

2.1 Key findings

Staff members are committed to the school.

Staff share a core objective of improving learning and wellbeing outcomes for students. All staff members have the opportunity to support and influence school improvement through intentional collaboration made possible by joining school strategic teams aligned to the school's Explicit Improvement Agenda (EIA). Teachers acknowledge the collegial nature of their teams and the support provided to each other.

The school is implementing a Positive Behaviour for Learning (PBL) program.

The program includes strategies to support students to develop personal and social capability through skills that are taught weekly by classroom teachers and reinforced on assemblies and in school newsletters. A PBL committee meets regularly to discuss student behaviour. Student behaviour data is analysed and actions to meet the needs of students discussed. A growing sophistication of data analysis is resulting in identifying behaviour trends over time, location of incidences and number of minor and major behaviours. This is acknowledged as providing for a more targeted responsive action.

Leaders acknowledge the collaboration of teachers and the establishment of strategic teams as an area of celebration.

The principal acknowledges the school EIA of culture, PBL and reading has dominated the work of the school for the past three years and is continuing to evolve through the strategic team strategy. The school's Annual Implementation Plan (AIP) outlines three improvement priorities of an effective, explicit and consistent reading program; relevant, quality-assured curriculum plans; and relevant, quality-assured pedagogical practice. Clear and precise improvement agendas informed by student data, grounded in research and enabled by a collaborative approach to improvement that includes implementation, review and evaluation of initiatives against set targets, are yet to be fully developed.

The school has commenced a process for promoting conversations regarding student learning data and moderating student work.

Student Level of Achievement (LOA) data is collected each term. The school has set a goal of 80 per cent of students obtaining a 'C' LOA or higher. Student data from each class is collated and shared with all teachers. Some teachers express the belief that the moderation of A to E results to ensure integrity of data in all learning areas could be enhanced to promote confidence in student performance data.

The regular review and unpacking of three levels of planning involving all teaching staff is furthering a collaborative approach to year level and unit planning across the school.

Currently the school emphasis on curriculum is aligned to understanding the Curriculum into the Classroom (C2C) materials. Teachers make varying levels of reference to the Australian Curriculum (AC) when discussing units of work and many trust that the achievement standard will be met by implementing C2C units. A clear focus on the AC to build understanding of the standard required and all elements of the AC including the general capabilities and cross curriculum-priorities is yet to be enacted.

The school leadership team is facilitating the development of a culture of collegiality and collaboration amongst staff members.

A collegial engagement document is developed and outlines different collegial engagement models that may occur. Options include school improvement coaching, Annual Performance Development Plans (APDP) and data conversations, walkthroughs, classroom profiling, Professional Development (PD) and formal data conversations. During the last strategic planning cycle, a number of coaching and mentoring practices were implemented and valued by staff including class profiling, working with an engagement coach and class walkthroughs. School strategies to support sharing of best practice, mentoring and coaching are yet to be included in staff PD opportunities.

The school has established benchmarks to provide a platform of expected learning progress and assist in the tracking of student performance.

Benchmarks are established for reading using PM Benchmark and PROBE. Many teachers demonstrate a depth of understanding using these assessment tools. Some teachers are able to identify the next steps for student learning to obtain a higher level of reading. The school has developed a data wall that provides a visual of how students are tracking using A to E data for English. Anchor charts are developed during curriculum planning sessions to identify students' progress and learning gaps in mathematics and English. Teachers express that the charts are highlighting the needs of students and are used in year level conversations, moderation practices and planning days. Learning walls are apparent in many classrooms. An emerging practice in the school is the use of 'Bump it up' walls that enable students to identify their learning progress.

An outdoor classroom enhances the opportunity for students to understand the environment in which they live and learn.

School grounds are enhanced by the surrounding bushland. From all areas of the school a treescape vantage shades play areas and provides opportunity for imaginative play in the lower grades. School grounds and facilities including a hall, Stephanie Alexander Kitchen Garden (SAKG) and kitchen, library, and specialist subject classrooms provide opportunity for teaching staff to vary the learning experiences for students. The school works with the Parents and Citizens' Association (P&C) and community organisations to access grants to improve the school's learning and play environment. The new junior playground encourages nature play.

2.2 Key improvement strategies

Develop a clear and precise EIA informed by student data, grounded in research and supported by a collaborative approach to improvement.

Build targets, timelines for implementation, checkpoints for review and celebration and Quality Assurance (QA) strategies to embed a school-wide understanding and commitment to the EIA.

Collaboratively review school moderation and QA practices to ensure integrity of student LOA data to better inform starting points for teaching and curriculum implementation.

Provide a range of professional learning opportunities to build teacher knowledge and understanding of the full breadth of the AC, including content descriptions, achievement standards, general capabilities and cross-curriculum priorities.

Collaboratively review and implement the school collegial engagement plan, formalising opportunities for coaching and mentoring and the timing of observation and feedback visits by responsible officers.