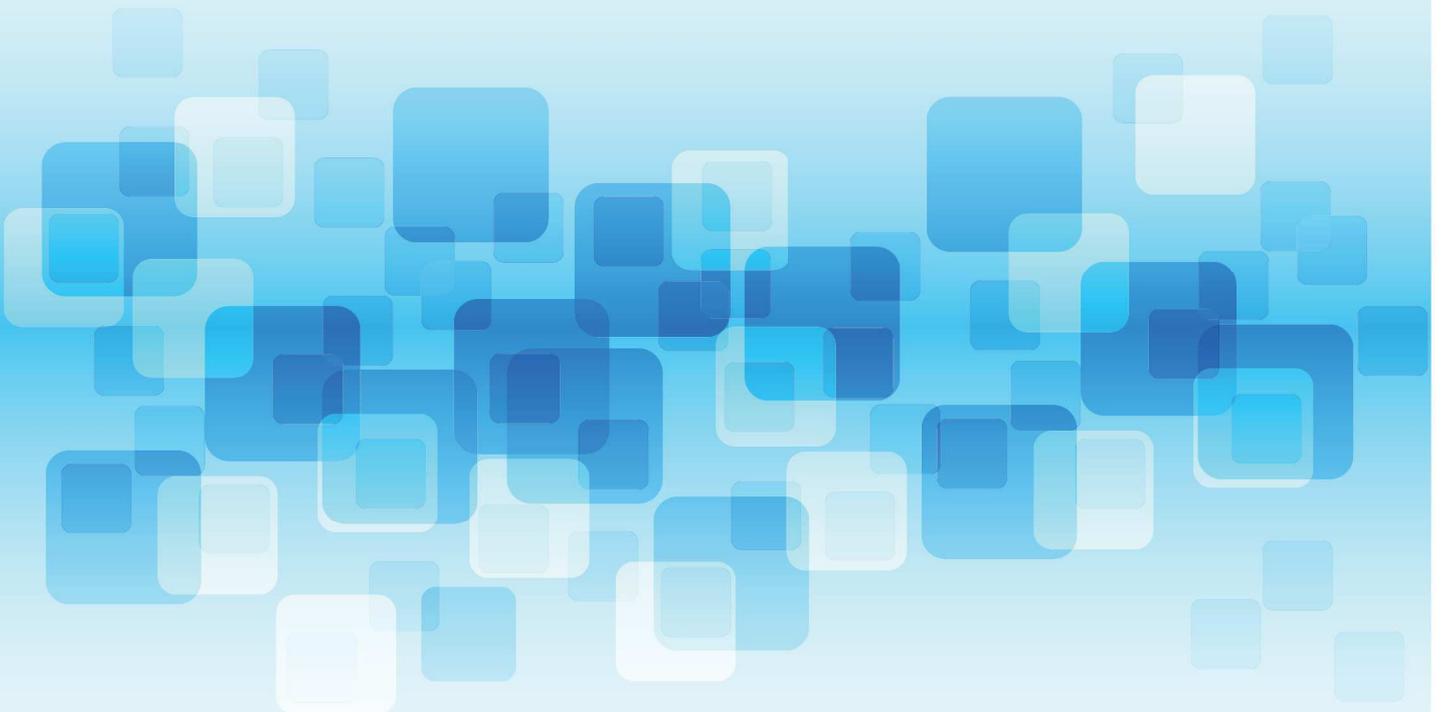# School Improvement Unit
Report

Beachmere State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Beachmere State School from 8 to 10 February 2016. 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:	James Road, Beachmere
Education region:	North Coast Region
The school opened in:	1986
Year levels:	Prep to Year 6
Current school enrolment:	311
Indigenous enrolments:	5 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	938
Year principal appointed:	2015 (acting)
Number of teachers:	21.01 (full-time equivalent)
Nearby schools:	Caboolture East State School, Caboolture State School, Bribie Island State School, Banksia Beach State School
Significant community partnerships:	Caboolture State High School, Crèche and Kindergarten Beachmere (C&K), Goodstart Early Learning, Queensland University of Technology Robotics program
Unique school programs:	Agriculture Science/Gardening Program, Robotics program, transition to Prep program, Focused Learning, Discipline & Fitness Classes, Chill Out program, FISH, Koala Joey's playgroup

1.3 Review methodology

The review was conducted by a team of four 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 and principal coach

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  - Principal, deputy principal, Head of Curriculum (HOC),
    Teacher in Charge of Pedagogy (TIC-P), Special Education Programs
    (SEP) teacher in charge

  - 14 classroom teachers, guidance officer, Support Teacher Literacy and
    Numeracy (STLaN), teacher/librarian and two SEP teachers

  - Advisory visiting teacher for behaviour (AVT-Behaviour) and Languages
    other than English (LOTE) teacher

  - Business Services Manager (BSM), two administration staff members,
    tuckshop convenor and five teacher aides

  - Parents and Citizens' Association (P&C) president, 16 parents, chaplain
    and local high school principal

  - Local Councillor, State Member and Federal Member

  - Two early childhood providers, Taekwondo and Focused Discipline fitness
    providers, and three community members

1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Alan Whitfield	Internal reviewer
Mike Gordon	Internal reviewer
Richard Nash	Internal reviewer

2. Executive summary

2.1 Key findings

- There has been a positive change in the community perception of the school.

  Conversations with parents, community volunteers, local business owners and politicians identify that school leaders are positioning the school as the focal point for the community. Strategic partnerships have been developed with key community organisations, local early childhood centres and the partner secondary school.

- The school has a positive tone with staff, students and parents working together to improve student outcomes.

  The school has set high expectations for learning, behaviour and attendance. These expectations have been clearly communicated, enacted at the school and welcomed by the wider community. Parents and community members have demonstrated a willingness to engage in supporting this agenda. Classrooms are orderly, positive learning environments.

- The Australian Curriculum is the basis for staff discussions about the best ways to maximise student learning.

  The school curriculum framework is based on the Curriculum into the Classroom (C2C) resource. The school is yet to develop an explicit coherent sequenced plan for curriculum delivery. The school curriculum resource is held in OneNote providing teacher access for planning at home. The Head of Curriculum (HOC) is providing links to the Australian Curriculum and is supporting the development of curriculum units within teaching teams.

- School leaders use data to inform and monitor whole-school programs.

  School leaders use school-wide data sets to inform the strategic direction of the school. This data is shared with staff members for further analysis and discussion to enhance teaching programs. Teacher ability to interpret class data is an emerging practice across the school.

- There is a belief across the school that every student can be a successful learner.

  Staff, parents and students articulate a commitment to encouraging and supporting all students to be successful learners. A range of programs have been introduced to maintain engagement and extend learning opportunities. These programs have contributed to increasing student attendance.

- School leaders recognise the importance of providing feedback to improve staff teaching practice and student learning.

  School leaders are visible in classrooms and provide constructive feedback to teachers on the effectiveness of reading instruction, learning behaviour and classroom management.

2.2 Key improvement strategies

- Collaboratively develop and implement a whole-school curriculum plan that outlines a clear process for effective planning, teaching and assessment of learning.

- Continue to use systematically collected data to inform and monitor whole-school programs, interventions, initiatives, and targets for improvement.

- Build the data literacy capability of staff members.

- Refine and embed 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.