

Beachmere 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 School Improvement Unit (SIU) at **Beachmere State School** from **23 to 26 April 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, SIU (review chair)
Melanie Rehm	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	James Road, Beachmere
Education region:	North Coast Region
Year opened:	1986
Year levels:	Prep to Year 6
Enrolment:	313
Indigenous enrolment percentage:	9 per cent
Students with disability enrolment percentage:	13 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	945
Year principal appointed:	2018
Day 8 Staffing teacher full-time (FTE):	17.56
Significant partner schools:	Caboolture State High School
Significant community partnerships:	Crèche and Kindergarten (C&K) Beachmere Community Kindergarten, Goodstart Early Learning Beachmere, Beachmere Returned and Services League of Australia (RSL) Sub Branch, Kids Helpline
Significant school programs:	Robotics program, garden and native bee community program, Reboot Positive Behaviour for Learning (PBL) – student engagement, student leaders forum – school captains, extracurricular opportunities including dance team, choir, guitar, keyboard, sports coaching, drawing club, celebration of teaching and learning week, Kids Helpline



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Student Wellbeing and Engagement Officer (SWEEO), 12 teachers, two Special Education Program (SEP) teachers, Business Manager (BM), Information and Communication Technology (ICT) technical officer, administration officer, eight teacher aides, guidance officer, chaplain, schools officer, three cleaners, 59 students, 33 parents and Parents and Citizens' Association (P&C) president and secretary.

Community and business groups:

- School RSL liaison officer, community garden project volunteer and Beachmere Tavern manager.

Partner schools and other educational providers:

- C&K Beachmere Community Kindergarten director and Goodstart Early Learning Beachmere director.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council, State Member for Pumicestone, Early Years coach (North Coast Region) and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School budget overview
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	EIA Writing – ‘What is so’
Curriculum planning documents	Responsible Behaviour Plan for Students
Preparing for NAPLAN 2019	School newsletters and website
Parent Information Booklet 2019	Volunteer Handbook 2019
School data plan	School pedagogical framework
School Opinion Survey	Whole School Curriculum Roll-Out Plan
Beachmere State School 2019 Professional Development Plan	2019 Beachmere State School Curriculum Plan
Beachmere State School Writing Tracking Tools	Beachmere State School Professional Practice Policy
2019 Assessment and Monitoring Framework	Beachmere State School K-2 Communities of Practice Action Plan
Beachmere State School Senior Leadership Team Role Descriptions	2019 Data Analysis Term 1 – Whole Class sample sheet
Beachmere State School Committee Structure	Whole School Approach to Support Student Learning Policy 2018



2. Executive summary

2.1 Key findings

The tone of the school is supportive and caring with a strong sense of community.

Staff, students and parents express great pride in their school. Staff members focus on developing positive, caring and mutually respectful relationships across the school community. These relationships are highly valued and contribute significantly to the supportive and inclusive culture. Staff, students and parents express feelings of mutual trust and high levels of support from the leadership team.

The school enjoys a reputation of being a significant partner in the local community.

The local community leaders support and speak highly of the school, recognising high levels of parent and community confidence. The school partners with several community organisations to support school activities. This includes partnerships with the Uniting Church, Returned and Services League of Australia (RSL), sports club and local bakery to deliver the school breakfast club, and with the Beachmere Lioness Club and Beachmere Tavern to support the chaplaincy program. Kids Helpline works collaboratively with the school to enhance student wellbeing.

The school is focusing on developing a culture of high expectations relating to attendance and behaviour for all students.

The school has implemented a range of incentives to improve student attendance. Positive Behaviour for Learning (PBL) has been renewed and reinvigorated as a priority to develop high expectations for student behaviour and includes the employment of a Student Wellbeing Engagement Officer (SWEO). The SWEO role is highly valued by staff members, students and parents. The school focuses on encouraging growth in student learning. A focus on high expectations of learning for all students is yet to be apparent.

The leadership team views developing an expert teaching team as central to improving outcomes for all students.

The leadership team is working to facilitate a culture of collegiality and professional collaboration amongst all staff. Some staff members express a genuine desire to engage in continuous improvement in their professional capabilities. Levels of experience, confidence and expertise vary amongst the teaching staff. A school-wide process for mentoring and coaching to build teacher expertise is yet to be enacted.

The leadership team is committed to supporting teachers to enact high quality curriculum delivery processes.

The school has commenced planning for the systematic delivery of curriculum. A 'Whole School Curriculum Roll-Out Plan' has been developed to ensure full implementation by 2020. This plan is aligned to the Australian Curriculum (AC) and supported by the Curriculum into the Classroom (C2C) resources. Teachers' depth of understanding of the AC is variable, and the ability to utilise it as the basis for planning the curriculum is still



developing. Professional Development (PD) aligned to the roll out of the AC, beyond English and mathematics, is yet to be developed.

There is a school-wide expectation that teachers provide a differentiated curriculum for all students.

Differentiation remains an ongoing focus for the leadership team. Teachers acknowledge differentiation is an important aspect of their teaching, with many acknowledging that they require further support to improve effectiveness and efficiency, and to ensure students are appropriately engaged and motivated. A range of differentiation tools and planning forms is made available to support teachers in their planning for and recording of differentiation. The implementation of this process varies across the school.

The leadership team recognises that highly effective teaching is the key to improving student learning outcomes.

The leadership team is committed to developing high quality teaching and learning across the school to ensure that all students are optimally engaged, supported and challenged. The principal recognises the need to ensure the school's pedagogical framework reflects agreed teaching practices, is considered in curriculum planning and is consistently implemented in learning experiences. Teaching staff engagement in the framework and how it links to their everyday work are variable.

Parents are highly appreciative of the efforts of staff members and their commitment to their child.

Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress are greatly appreciated. A parent support group and parent information sessions are a feature of the school.

The school has developed positive relationships and a structured transition program with local early childhood providers.

Local early childhood providers speak positively of the school and place great value on maintaining their close relationship. The school hosts a number of transition to Prep activities, including parent sessions, visits to the local kindergarten, and regular visits by kindergarten children to the school.



2.2 Key improvement strategies

Strengthen and expand the focus on developing a culture of high expectations for all students to include academic learning.

Further develop a culture of continuous professional improvement, including classroom-based learning, mentoring and coaching to benefit the learning of all students.

Provide opportunities for all teachers to develop their knowledge and skills in implementing all aspects of the AC.

Build teacher capacity to implement differentiation strategies and adjustments when collaboratively planning for teaching, learning and assessment.

Collaboratively review and refine the pedagogical framework to build clarity and consistency in the implementation of agreed high-yield teaching practices across the school.