Beachmere State School

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Beachmere State School** from **1** to **5 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
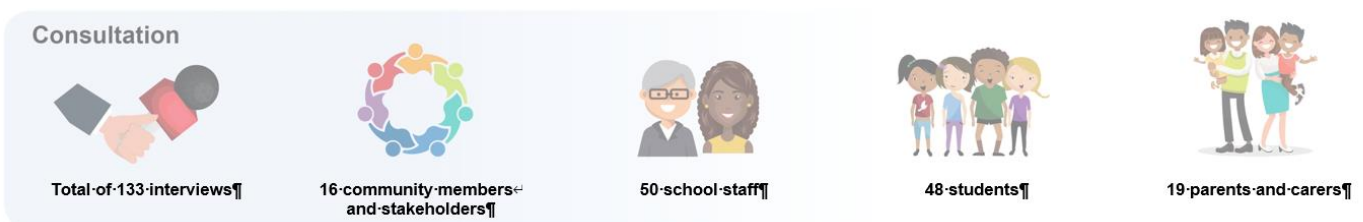
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Bronwyn Espig	Peer Reviewer
Garry Lacey	External Reviewer

1.3 Contributing stakeholders

Consultation

Total·of·133·interviews¶   16·community·members↵ and·stakeholders¶   50·school·staff¶   48·students¶   19·parents·and·carers¶

1.4 School context

Indigenous land name:	Gubbi Gubbi
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	332
Indigenous enrolment percentage:	14.2%
Students with disability percentage:	32.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	945

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **23** to **26 April 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 945 and the school enrolment was 313 with an Indigenous enrolment of 9% and a student with disability enrolment of 13%.

The key improvement strategies recommended in the review are listed below.

- Strengthen and expand the focus on developing a culture of high expectations for all students to include academic learning. (Domain 3)

- Further develop a culture of continuous professional improvement, including classroom-based learning, mentoring and coaching to benefit the learning of all students. (Domain 5)

- Provide opportunities for all teachers to develop their knowledge and skills in implementing all aspects of the Australian Curriculum (AC). (Domain 6)

- Build teacher capacity to implement differentiation strategies and adjustments when collaboratively planning for teaching, learning and assessment. (Domain 7)

- Collaboratively review and refine the pedagogical framework to build clarity and consistency in the implementation of agreed high-yield teaching practices across the school. (Domain 8)

2. Executive summary

2.1 Key affirmations

A culture of supportive, authentic and caring relationships is a key feature of the school.

A sense of belonging and mutual respect exists between students, staff and parents. Parents speak proudly of the strong focus on family and community, and the high expectations for behaviour and learning. Staff and students express their pride in the successful implementation of the Positive Behaviour for Learning (PBL) framework, that they credit as improving long-term behaviour and engagement of students and improving learning outcomes. Students discuss utilising the 'High 5' strategies to support their school values of *'Care for Self, Care for Others, Care for School and Care for Learning'*.

Dedicated processes have been undertaken to establish an inclusive environment where all students learn alongside their peers.

A strong belief exists amongst staff that all students can learn. Staff acknowledge significant complexities within their school community and discuss seeking solutions to break down barriers that impact students' learning and wellbeing. Parents express strong appreciation for the dedication that staff show for their child's learning and the levels of differentiated support provided. They describe the school as a 'school of choice' for students with disability and the strong culture of inclusion, with many families travelling distances to attend. Students comment that teachers and teacher aides are supportive and take the time to thoroughly explain concepts and enhance their learning.

School staff members express a strong commitment to students and the continuous improvement of their teaching practice to support enhanced learning outcomes.

The development of a strong collegial culture is viewed as a priority. Each term, teachers engage with leaders and their teacher colleagues in collaborative curriculum planning, aspects of moderation, Collaborative Assessment of Student Work (CASW) and data discussions. Teachers speak of their appreciation for leaders walking with them in these processes, and the opportunities to work with and learn from their colleagues.

Leaders and teachers articulate pride in the work undertaken to ensure that the school provides an engaging curriculum plan, aligned to the AC.

A coherent and sequenced curriculum plan containing 3 distinct levels has been developed. A Whole School Curriculum, Assessment and Reporting Plan (CARP) provides a thorough overview of all curriculum planning, monitoring and assessment practices. Teachers speak positively of their engagement in the CASW process. They explain that this process occurs as part of the moderation cycle with members of their sector team. Leaders explain that information from CASW creates multiple opportunities for student learning.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop structures and processes for leaders to effectively implement strategies that address school priorities identified in the Annual Implementation Plan (AIP) to build the instructional capability of leaders and enact the school's improvement agenda.

Domain 2: Analysis and discussion of data

Strengthen the precision of existing collaborative data conversations between teachers and leaders, such as CASW and case management, to ensure a focus on monitoring student progress and the impact of pedagogies, strategies and interventions on student achievement.

Domain 5: An expert teaching team

Develop a co-ordinated plan for capability development, aligned to the Explicit Improvement Agenda (EIA) and planned collegial opportunities to build staff capability to implement strategies that address school priorities.

Domain 8: Effective pedagogical practices

Ensure consistent implementation of agreed, whole-school pedagogical approaches to build precision in teaching practices and improve student learning outcomes.