

Beerburrum State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Beerburrum State School** from **3 to 4 May 2018**.

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 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) and Principal Professional Advisor 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

Stephen Bobby

Internal reviewer, SIU (review chair)

Leah Mullane

Peer reviewer



1.2 School context

Location:	Beerburrum Road, Beerburrum
Education region:	North Coast Region
Year opened:	1918
Year levels:	Prep to Year 6
Enrolment:	78
Indigenous enrolment percentage:	16 per cent
Students with disability enrolment percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963
Year principal appointed:	July 2015
Full-time equivalent staff:	5.21
Significant partner schools:	Glass House Mountains Coalition of State Schools: Beerwah State School, Beerwah State High School, Elimbah State School, Glass House Mountains State School, Landsborough State School, Peachester State School, Super Sixes Professional Network: Conondale State School, Eudlo State School, Delaneys Creek State School, Mount Kilcoy State School, Mount Mee State School, Peachester State School
Significant community partnerships:	Adopt a Digger project, Glasshouse Country Returned and Services League of Australia (RSL), Beerburrum School of Arts
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four classroom teachers, Special Education Program (SEP) teacher, four teacher aides, 19 parents, Business Manager (BM), chaplain, 35 students, crossing supervisor and Indigenous Liaison Officer (ILO).

Community and business groups:

- Beerburrum School of Arts treasurer and Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Head of Junior Secondary – Beerwah State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda Snapshot 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Semester 2, 2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School Opinion Survey	Whole School Reading Framework
School pedagogical framework	Professional development plans
Beerburrum Assessment Tool and Benchmarks - 2018	School newsletters and website
Responsible Behaviour Plan for Students	Whole School Approach to Support Student Learning Plan
School based curriculum, assessment and reporting framework	School Leaders Roles and Responsibilities 2018



2. Executive summary

2.1 Key findings

Students and staff members display a strong sense of school pride and speak highly of the school.

School staff members interact with students in an inclusive and respectful manner. Staff members build positive and caring relationships with students, and interactions between staff and students are respectful and meaningful. The school works to maintain an attractive and stimulating environment for students including in classrooms and the school grounds. The school's positive culture is demonstrated through interactions in the classroom and playground.

The principal, parents and staff members are committed to improving learning outcomes for all students.

Staff members are enthusiastic and pursue opportunities to enhance the education of all students. Staff members are able to articulate the improvements they wish to see in student academic outcomes. High expectations are expressed by staff members and reflect a school-wide commitment to purposeful and successful teaching and learning. Staff members are committed to providing a caring and supportive educational environment.

A reading framework is developed to provide an overview of the model for the teaching of reading that is expected at the school.

The framework outlines a model for the shared understanding of how reading is to be taught. The use of student goals, year level benchmark targets, explicit expectations and high impact teaching and reflective practices are included in the document. All staff members identify that the next piece of work for the school is to develop a writing framework using a similar consultative approach.

The principal gives a high priority to the school-wide collection of data regarding student academic outcomes.

Student data is analysed and discussed systematically across the school in a range of contexts, predominantly by the principal. Teaching staff work to understand where students are at in their learning. Some teachers utilise this data to inform classroom differentiation groupings. Some time is set aside each term, at staff meetings, for the principal to share data with the teaching staff members. The principal identifies that there is an opportunity to expand this process allowing teaching staff members to perform deeper analysis of classroom data.



The school has a curriculum, assessment and reporting plan aligned to the Australian Curriculum (AC) that makes clear what and when teachers should teach.

There is a focus on developing teacher understanding of the AC through their curriculum planning, with teachers describing a process of front ending assessment to backward map from an agreed Curriculum into the Classroom (C2C) assessment task. Guides to Making Judgements (GTMJ) are analysed to build clarity for teachers in understanding what students need to know and do to achieve the standard. Some staff members indicate that the development of learning intentions, success criteria statements and exemplars and the subsequent sharing of these with students is the next step in their development of school curriculum planning processes.

Teaching staff provide regular and timely feedback to students.

Teachers share and clarify lesson expectations with students throughout a range of curriculum lessons. Students understand the daily expectations and express the belief that the feedback they are provided helps to support their learning and is valuable in their learning process. A culture of feedback is developing within the pedagogical practices of teachers. The principal recognises this is an area for continued development.

Teacher aides are a valued human resource.

Teacher aides articulate that they are a valued part of the school staff and are included in PD linked to the school's Explicit Improvement Agenda (EIA). Teachers and teacher aides work collaboratively. Teacher aides participate in weekly meetings with the principal and Business Manager (BM). Teacher aides acknowledge the value of these meetings and state that the meetings are an important element in ensuring they carry out their roles to provide the greatest benefit to student learning.

The school is held in high regard by parents and the wider community

The school recently celebrated its centenary. This event brought the community together to collectively celebrate this milestone event in the school's life. Community members speak highly of the efforts of the organising committee in creating a memorable event for the local community.



2.2 Key improvement strategies

Collaboratively develop a school-wide framework for the teaching of writing skills that includes a shared understanding of teaching expectation, year level benchmarks and high-yield teaching strategies.

Enhance data sharing processes for staff members to meet and conduct data analysis discussions, specifically related to classroom data sets to build teacher knowledge of the use of data to further inform teaching practice.

Expand the school curriculum planning expectations to include the development of success criteria, learning intentions and assessment task exemplars for the purpose of developing deeper student understanding of the requirements to achieve the year level achievement standard.

Collaboratively develop clear expectations for the types of feedback staff members provide to students to enhance student capability to identify actions they can take to make further learning progress.