

Birkdale South State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Birkdale South State School** from **27 February to 2 March 2020**.

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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

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)
Anthony Ryan	Internal reviewer
John Wessel	External reviewer



1.2 School context

Location:	Old Cleveland Road East, Birkdale	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	520	
Indigenous enrolment percentage:	8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1000	
Year principal appointed:	January, 2019	
Significant partner schools:	Birkdale State School, Vienna Woods State School, Hilliard State School, Wellington Point State School, Alexandra Hills State School, Wellington Point State High School, Alexandra Hills State High School, Capalaba State College, Coolnwynpin State School	
Significant community partnerships:	Jabiru Outside School Hours Care (OSHC), Yulu-Burri-Ba, Kids Hope – Birkdale Baptist Church, Scripture Union, Sylvan Woods Aged Care, Moving Forward Together Network, Story Dogs – therapy dogs, Barna Jarjums, C&K Childcare and Kindergarten, Little Ducks Childcare, Bay Cottage Early Learning Centre, Neighbourhood Networks	
Significant school programs:	Interschool sport, swimming Prep to Year 6, chaplaincy, chess, science club with visiting scientist, pre-Prep program, Ready Reader, Zones of Regulation, Story Dogs – for disengaged readers	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Student Services (HOSS), Support Teacher Literacy and Numeracy (STLaN), 24 teachers, two intervention teachers, intervention teacher–behaviour, Business Manager (BM), administration officer, 11 teacher aides, facilities officer, 62 students and 33 parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C) and coordinator of Jabiru OSHC.

Partner schools and other educational providers:

- Principal of Wellington Point State High School, director of C&K Birkdale South Childcare Centre, director of Bay Cottage Early Learning Centre and director of Little Ducks Childcare Centre.

Government and departmental representatives:

- Councillor for Division 8 Redland City Council, State Member for Capalaba and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	School Data Profile (Semester 1 2019)
School Opinion Survey	School budget overview
OneSchool	PBL Handbook
P-3 Strategy	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
School pedagogical framework	AC Implementation Plan 2020
Professional Learning and Meeting Plan 2020	Report card and NAPLAN update Semester 1 2019
Headline Indicators (October 2019 release)	Birkdale South State School Intervention Framework
School based curriculum, assessment and reporting framework	School newsletters and website



2. Executive summary

2.1 Key findings

The leadership team encourages year level cohorts to work collaboratively.

The school recently introduced Collaborative Teaching Team Meetings (CTTM) to provide teachers with new opportunities to collaborate as a year level team through discussion and analysis of student work samples. CTTMs are led by a member of the leadership team, with the focus of these meetings to strengthen teacher capability to differentiate for students.

Students, parents and community members speak positively of the school.

Parents are valued as partners in their child's learning. Parents comment positively that teachers are approachable and provide a timely and helpful response when and as required. Teachers provide opportunities for parents to actively participate in their child's education at the school through activities including the parent information sessions at the start of the year and three-way reporting that occurs at the end of semester.

Positive Behaviour for Learning (PBL) provides staff members with a framework for encouraging positive behaviour.


The Responsible Behaviour Plan for Students (RBPS) and the PBL Handbook provide information to staff members, students and parents regarding PBL. The school has developed a classroom and playground consequence system that outlines the steps to take when responding to inappropriate student behaviour. The first step to use in the classroom involves the Essential Skills for Classroom Management (ESCM). Some staff members indicate that some students are moved quickly through the consequence system and staff member knowledge and application of ESCM vary across the school. Some staff members indicate that the leadership team's responses to inappropriate behaviour are yet to be consistent.

The leadership team is participating in the regional Leading Learning Collaborative to build strategic leadership in reading and writing.

The principal is working to enhance the effectiveness of the leadership team, implementing a range of actions to build an understanding of each member's strengths and ways of working. The principal identifies leadership team walk and talks as a strategy to build a consistent understanding of expected classroom practices between all members of the leadership team. Some teachers indicate that they would like all members of the leadership team to have consistent expectations, understandings, processes and practices.

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning.

The whole-school curriculum plan is aligned to version 8 of the Australian Curriculum (AC). Currently, there is a range of curriculum planning capabilities across the school. Teachers are supported by the deputy principal and other school leaders to ensure that all of the



required AC content and standards are being taught and assessed. Many teachers express a desire to further develop their understanding of the AC.

The principal places a priority on developing staff member capability.

The collegial engagement document outlines a range of different collegial engagement models that may occur to build staff member capability. The document is yet to include frequency, responsible officers and accountability measures. Teachers articulate that members of the leadership team are visible in and around classrooms. Many teachers identify that they would appreciate formalised and systematic observation and feedback visits.

Mutually respectful relationships are valued by staff members and this is particularly apparent within year level cohorts.

The Annual Implementation Plan (AIP) 2020 identifies a learning intention to 'deepen and extend the work of the wellbeing committee ... developing a plan for implementation in 2020'. The principal reports that the 2019 School Opinion Survey (SOS) data was unpacked at staff member meetings. Teachers identify a need for greater levels of consistency, accountability and communication. Staff members identify a need to foster a collegial culture to build a positive and united workplace.

School leaders promote engagement with a range of teaching strategies.

The leadership team values supporting teachers to engage in Professional Development (PD) to learn and develop understandings of pedagogical approaches and strategies. Teachers in Prep and Year 1 engage with Age-appropriate pedagogies (AAP) to create learning opportunities that are responsive to students' needs and interests. Gradual Release and Acceptance of Responsibility is emerging across the school to assist students to understand the purpose of their learning, to make expectations explicit and scaffold learning.

The school values students' cultural backgrounds.

Staff members build their cultural competence to engage with students and families. School leaders express that the school continues to foster and promote Indigenous culture through the participation in cultural activities. This is supported by local Indigenous Elders and local Indigenous parents and community members. Indigenous artefacts and symbols are clearly visible around school buildings and facilities. The student leadership program includes three cultural leaders who actively represent the Indigenous culture within the school.

The Parents and Citizens' Association (P&C) actively supports the school with facilities improvement and classroom resources.

School leaders engage members of the P&C in the strategic focus of the school. They identify that the members of the P&C demonstrate a strong commitment to providing additional classroom resources. The P&C provides significant financial contributions to the school, in excess of \$20 000 in the year.



2.2 Key improvement strategies

Consistently implement and monitor agreed behaviour systems and PBL processes, supported by regular professional learning and clearly stated staff member roles, responsibilities and accountabilities.

Enhance the cohesiveness of the leadership team, including building the instructional leadership of key staff members.

Provide a range of professional learning opportunities to build teacher knowledge and understanding of the full breadth of the AC including content descriptions and achievement standards.

Collaboratively review and implement the collegial engagement document, formalising the timing of observation and feedback visits, responsible officers and accountability measures.

Collaboratively develop, implement and monitor an action plan to foster a collegial culture for all staff members in a positive and united workplace.