School Improvement Unit Report

Birkdale South State School Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Birkdale South State School from 14 to 16 June 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>Old Cleveland Road East, Birkdale</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>South East Region</td>
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<tr>
<td>The school opened in:</td>
<td>1982</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>600</td>
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<td>Indigenous enrolments:</td>
<td>7.2 per cent</td>
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<td>Students with disability enrolments:</td>
<td>4.3 per cent</td>
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<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1004</td>
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<td>Year principal appointed:</td>
<td>2013</td>
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<tr>
<td>Number of teachers:</td>
<td>31.3 (full-time equivalent)</td>
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<tr>
<td>Nearby schools:</td>
<td>Birkdale State School, Wellington Point State School, Alexandra Hills State School, Wellington Point State High School</td>
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<td>Significant community partnerships:</td>
<td>Commonwealth Scientific and Industrial Research Organisation (CSIRO) Science Club, Redlands College religious instruction, Kids Hope Mentors, Queensland University of Technology (QUT) Early Childhood Reading Program, Tingalpa Canoeing Club</td>
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<td>Significant school programs:</td>
<td>Outdoor Education Program, Jarjums Indigenous Dance Group, Debating with Ironside State School, Chess Tournament, Days of Excellence</td>
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1.3 Review methodology

The review was conducted by a team of three 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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, deputy principal, Head of Curriculum (HOC), Special Education Program (SEP) teacher and master teacher
  - 28 classroom teachers, two specialist teachers, Support Teacher Literacy and Numeracy (STLaN), guidance officer and chaplain
  - Business Services Manager (BSM), administration staff, Indigenous education worker, grounds officer, library teacher aide and 10 teacher aides
  - Parents and Citizens’ Association (P&C) president, tuckshop convenor and 17 parents
  - Four student leaders and 29 students
  - Representatives from the local early childhood centre, high school and Redlands College
  - Local Councillor, canoe club representative and Sylvan Woods Aged Care representative

1.4 Review team

Bert Barbe  Internal reviewer, SIU (review chair)
Anthony Ryan  Peer reviewer
John Wessel  External reviewer
2. Executive summary

2.1 Key findings

- The school provides a safe, caring learning environment for the students.

  The tone of the school is positive and reflects a school-wide commitment to quality relationships between students, staff members and parents. The school has successfully developed and implemented the Positive Behaviour for Learning (PB4L) processes. A system of rewards has been implemented to promote positive student behaviour and recognise student achievement when individual targets are achieved.

- The school leaders and staff members are committed to improving learning outcomes for all students.

  School leaders have established and are driving a strong improvement agenda in reading, mathematics, attendance and behaviour. Clarity around the roles and responsibilities of school leaders in driving the improvement agenda are yet to be developed.

- The whole-school curriculum plan clearly documents the school-wide implementation of the Australian Curriculum (AC)

  The curriculum term overview for each year level is accessible to parents and the wider community through the school website. The school has collaboratively developed a guaranteed and viable whole-school mathematics program. Processes to monitor that the intended curriculum is enacted across the school are yet to be developed.

- School leaders are explicit about a desire to see effective teaching throughout the school.

  There is an ad hoc approach to providing feedback on teaching including some coaching and modelling of effective teaching practices. The principal and deputy principal have commenced Learning Walks in classrooms. The teachers indicate that they value the written feedback that is provided. Follow up and support processes to ensure the uptake and consistent application of these teaching strategies by all teachers is yet to occur.

- Data on attendance, behaviour and academic learning is monitored by school leaders and teachers.

  Achievement data in literacy and numeracy is collected including both standardised tests and classroom assessments. Most teachers utilise data to identify starting points for teaching and to monitor student learning growth. The master teacher meets with teachers every five weeks to discuss their mathematics data to inform timely adjustments to teaching. The role of school leaders in working beside teachers to review class achievement data and build data literacy is yet to be determined.
The school has successfully developed a range of parent and community partnerships to improve student learning.

A pre-Prep program currently operates once a week for two terms, which enables future Prep students to transition from local Kindergartens into Prep in the following year. The local high schools provide a range of extra-curricular opportunities for students including *Days of Excellence* across a number of curriculum areas. A range of extra-curricular and co-curricular activities for students have been developed through an extensive array of local community partnerships. These include a local school environmental centre, a canoeing club, an Indigenous dance group, interschool debating and chess club.
2.2 Key improvement strategies

- Collaboratively develop and communicate roles, responsibilities and key deliverables for school leaders in driving the school improvement agenda.

- Develop processes to monitor the intended curriculum is enacted, including both horizontal and vertical alignment.

- Continue to collaboratively develop and embed a set of agreed high-yield teaching strategies through targeted Professional Development (PD) and continual coaching, modelling and feedback.

- Progressively build and monitor teacher capability in data literacy to inform teaching through PD and data conversations with school leaders.