School Improvement Unit
Report

Beerwah State High School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Beerwah State High School from 24 to 27 August 2015. 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>35 Roberts Road, Beerwah</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
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<td>The school opened in:</td>
<td>1992</td>
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<td>Year levels:</td>
<td>Years 7 to Year 12</td>
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<td>Current school enrolment:</td>
<td>990</td>
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<td>Indigenous enrolments:</td>
<td>8 per cent</td>
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<td>Students with disability enrolments:</td>
<td>6 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>975</td>
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<td>Year principal appointed:</td>
<td>2011</td>
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<td>Number of teachers:</td>
<td>78</td>
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<td>Nearby schools:</td>
<td>Beerwah State School, Peachester State School, Landsborough State School, Mooloolah State School, Beerburrum State School, Glass House Mountains State School, Elimbah State School, Caloundra State High School, Meridan State College, Kawana Waters State College</td>
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<td>Significant community partnerships:</td>
<td>Australia Zoo, East Coast Technical and Further Education (TAFE), Gateway Schools program, Beerwah disengaged youth support (BAYDAC), Glasshouse Coalition Cluster, Sunshine Coast Technical Trade Training Centre, University of the Sunshine Coast, Just Ed, United Synergies, Australian Indigenous Mentoring Experience</td>
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<td>(AIME) Indigenous Corporation, Lions Club, Rotary International, Returned and Services League (RSL)</td>
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<td><strong>Unique school programs:</strong></td>
<td>Athletics extension program, Coalition Education Enrichment Program (CEEP), pinnacle classes, dance company, coalition band, Shiny Diamonds, school leaders challenge camp, Wandiny Community Day</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 four days
- interviews with staff, students, parents and community representatives, including:
  - Two deputy principals
  - 12 Heads of Department (HODs), the Head of Special Education Services (HOSES) and the Master Teacher
  - Business Services Manager (BSM)
  - Heads of House and Year Level Coordinators
  - Guidance Officer (GO)
  - 49 teachers
  - Teacher aides and office staff
  - Industry liaison officer and student services team
  - Cleaners, two tuckshop workers, four bus drivers
  - Senior and junior student leaders and other students across various year levels
  - Parents and Citizens’ Association (P&C) president and 16 parents
  - SMART parent group and chaplaincy committee
  - Principals of Glass House Mountains State School, Beerwah State School and Peachester State School
  - Community partners
  - Local State Member of Parliament
1.4 Review team

Leon Proud Internal reviewer, SIU (Review chair)
Mark Blackshaw Internal reviewer, SIU
Suzanne Innes External reviewer
2. Executive summary

2.1 Key findings

- The school leaders are committed to improving student outcomes for all students.

  The school Annual Implementation Plan (AIP) outlines nine key priorities. A wide-ranging set of strategies have been developed for improving levels of student achievement and wellbeing. There is a documented executive accountabilities overview for 2015 however it is unclear as to who is driving aspects of this agenda.

- The school has adopted the School Wide Positive Behaviour Support (SWPBS) framework as a means to establish clear expectations for how students should behave and interact with one another.

  Within this framework the school uses data to inform the program, define behaviours, explicitly teach expected behaviours, acknowledge appropriate behaviours and define consequences for inappropriate behaviours. This framework is yet to be embedded or consistently applied across the school.

- School leaders have given priority to understanding and addressing the needs of students and are sourcing and applying available resources to meet those needs.

  Several roles have been resourced to manage student behaviour and attendance. At this time, the increased number of roles is yet to deliver greater consistency in the application of behaviour expectations, processes and consequences.

- A whole-school data plan exists and outlines the tools/strategies, targets groups, responsibilities and timelines.

  There is some evidence that data is used to inform resourcing, instruction and programs across the school.

- The school has formed a team under the school’s Reading, Arithmetic and Writing (RAW) strategy.

  The team is striving to develop a culture of improvement and drive whole-school improvements particularly with regard to literacy and numeracy. Teachers are open to constructive feedback although there is not an established formal mentoring or coaching arrangement in place.

- The staff have well documented unit plans to inform curriculum delivery that are all located on OneSchool.

  The school has a graphic organiser outlining the school’s curriculum framework however there is no documented whole-school plan for curriculum delivery.
The Art and Science of Teaching (ASoT) pedagogical approach is known by staff across the school and serves as the pedagogical framework.

There is clear evidence in classrooms that the framework is guiding school teaching and learning. Effective practice is being unpacked and rolled out across the school.

Parents and community speak highly of the school and the opportunities to work together to support student learning and wellbeing.

An active Parents and Citizens’ Association (P&C), local businesses, community organisations and education partners are productive school partners.
2.2 Key improvement strategies

- Narrow and sharpen the focus of the improvement agenda to enhance school-wide understanding of and commitment to identified priorities and targets. Further develop and communicate clear role and responsibility statements and line management accountabilities for all school leaders.

- Engage the school community and regional office expertise in a review of the School Wide Positive Behaviour Support (SWPBS) framework as a means of improving student behaviour, attendance and truancy.

- Review the current staffing model of managing student behaviour and monitoring student attendance for alignment, effectiveness and school-wide consistency.

- Ensure the data plan is enacted and monitored, including the promotion of data literacies to inform classroom practice.

- Develop a school-wide, explicit, coherent and sequenced plan for curriculum delivery that clearly identifies consistent teaching and learning expectations, horizontal and vertical alignment of curriculum offerings, clear practices for monitoring learning across the year levels and the alignment of assessment and reporting procedures.

- Further embed the ASoT pedagogical framework across the school. Ensure consistency of practice and understanding across the school.

- Develop a strategic and systematic whole-school approach to the provision of coaching and providing feedback for all staff.