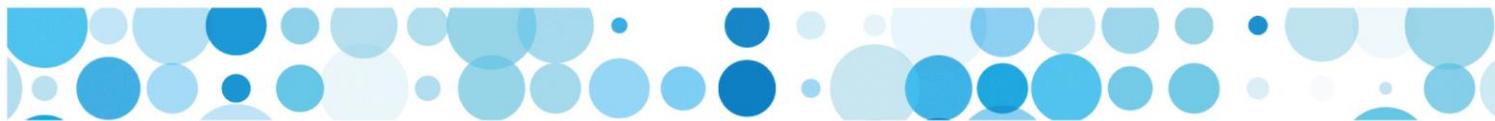


# Beerwah State High School

## Executive Summary



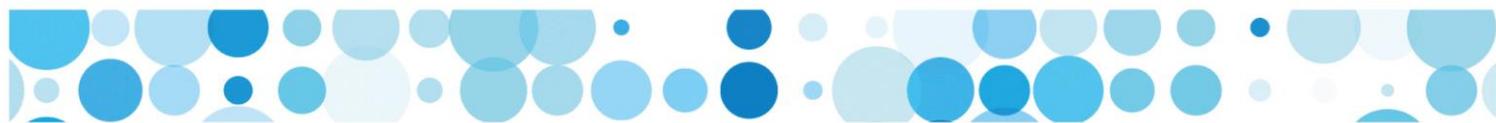


## Acknowledgment of Country

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.

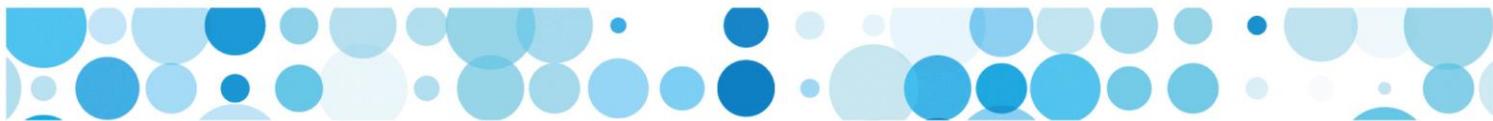
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Beerwah State High School** from **15 to 17 July 2019**.

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.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

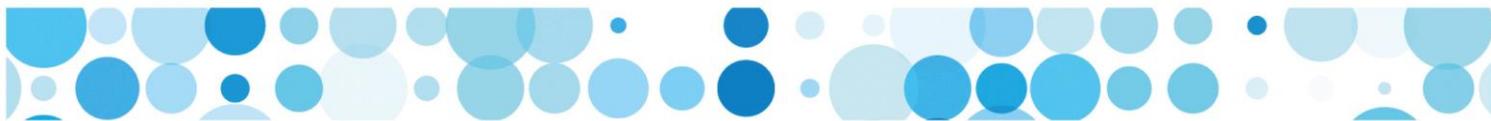
### 1.1 Review team

Peter Grant	Internal reviewer, SIU (review chair)
Robyn Burton-Ree	Peer reviewer
Trevor Gordon	External reviewer



## 1.2 School context

<b>Location:</b>	Roberts Road, Beerwah
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1992
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	856
<b>Indigenous enrolment percentage:</b>	9 per cent
<b>Students with disability enrolment percentage:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	970
<b>Year principal appointed:</b>	2016
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	61.76
<b>Significant partner schools:</b>	Glass House Coalition of State Schools – Beerwah Landsborough, Glass House Mountains, Peachester Mooloolah, Beerburrum and Elimbah State Schools; Caloundra Coalition of State Schools – Caloundra State High School, Meridan State College, Kawana Waters State College
<b>Significant community partnerships:</b>	Youth Justice and Education Training (YJET) – Youth Pathways program, Beerwah Sportsground Management Committee, Sunshine Coast Technical Trade Training Centre (SCTTTC), Queensland Police Service (QPS), Beerwah and District Youth and Community Centre (BADYACC)
<b>Significant school programs:</b>	Coalition Education Enrichment Program (CEEP) Year 6 students, REBOOT – Social and Emotional Wellbeing program, Athletics and Dance Extension programs, Positive Behaviour for Learning (PBL), Gold Card program, Writing On Demand – Years 7-9 English/mathematics/science/humanities (2019)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, ten Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, 31 teachers, Community Education Counsellor (CEC), three administration officers, two teacher aides, two cleaners, 15 parents, school facility officer, Youth Support Coordinator (YSC), two canteen staff, 64 students and Parents and Citizens' Association (P&C) representative.

Community and business groups:

- Beerwah Sports Ground Management Committee, QPS, BADYACC and Integrated Family and Youth Service (IFYs).

Partner schools and other educational providers:

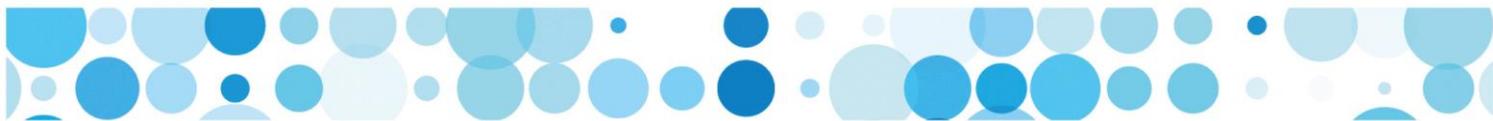
- Beerwah State School, Landsborough State School and Glass House Mountains State School.

Government and departmental representatives:

- Councillor for Division 1 Sunshine Coast Council, State Member for Glass House and ARD.

### 1.4 Supporting documentary evidence

2019 School Action Plan	Strategic Plan 2017-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	School differentiation plan or flowchart
School improvement targets	Professional development plans
School pedagogical framework	School newsletters, social media and website
School data plan	Responsible Behaviour Plan for Students
School Education Services Student Outcomes Data	2018 School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

**The principal and the leadership team are united in their commitment to the school's vision 'Together we learn, individually we grow, success for all' to improve learning and outcomes for all students.**

The school's Executive Leadership Team (ELT) has established and is committed to an Explicit Improvement Agenda (EIA). Student wellbeing is recognised as a high priority by school leaders and is articulated as essential to successful learning.

**There is a strong and growing culture of teachers using data as a tool to enhance teaching and learning.**

Teachers report that 'putting a face to the data' on data walls stimulated them to reflect on the achievements of individual students and how they could further enhance the learning of each individual student.

**School leaders view the development of staff into an expert teaching team as central to improving outcomes for students.**

The ELT acknowledges the development of instructional leadership capability of all school leaders across the school is integral to supporting and further developing teachers' capacity. Strategies to further develop and build the capacity of school leaders as instructional leaders to lead teams and to quality assure programs and classroom practices are yet to be fully embedded.

**The school has a strong focus on the collection and analysis of student outcomes data including academic, attendance and behavioural outcomes, and student wellbeing.**

The leadership team articulates a belief that reliable and timely data on student outcomes is crucial to the school's improvement agenda and to classroom planning for effective learning. Teachers express support for the growing use of data. Some teachers express the opinion that moderation processes need to be strengthened to ensure that the A to E data accurately and consistently measure student achievement.

**School leaders recognise that highly effective teaching is the key to improving student learning and engagement.**

School leaders accept responsibility for keeping informed of research regarding effective teaching practices. The ELT indicates they are investigating further research on effective teaching practices with a view to reviewing and value adding to current classroom practices.



**Staff speak highly of the collegial support provided by each other and of the support provided by school leaders.**

There is a sense of mutual trust and positivity across the school community. Most parents speak highly of the positive and caring nature of staff at the school. The school works hard to develop and maintain a safe, respectful, tolerant and inclusive learning environment. Staff, students, parents and the broader community acknowledge the success of work undertaken over recent years to improve the behaviour and learning culture in the school.



## 2.2 Key improvement strategies

Investigate strategies to further build the instructional leadership capacity of school leaders in leading teams and quality assuring programs and classroom practices.

Further develop and strengthen moderation processes to ensure that the A to E data accurately and consistently measures student achievement.

Collaboratively review and refine the school's pedagogical framework to incorporate further research-based effective teaching practices focused on high expectations for academic achievement for all students.