

Beerwah State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Beerwah State High School** from **3 to 6 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

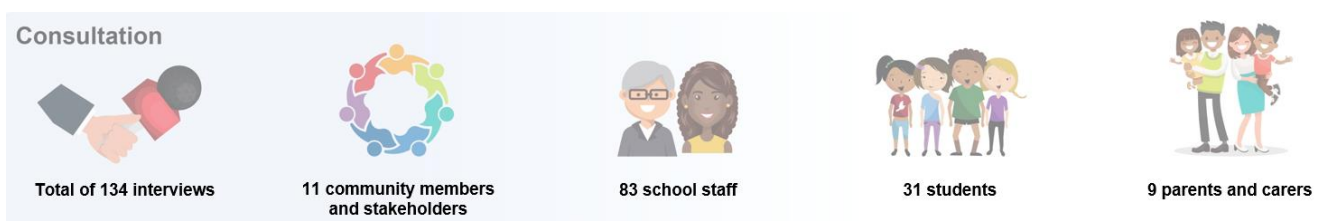
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal reviewer, SRR (review chair)
Gavin Bryce	Peer reviewer
Scott Ison	Peer reviewer
Shelley Lewis	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Gubbi Gubbi / Kabi Kabi
Education region:	North Coast Region
Year levels:	Years 7 to 12
Enrolment:	894
Aboriginal and Torres Strait Islander enrolment percentage:	9.5%
Students with disability (NCCD) percentage:	22.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	983

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **15 to 17 July 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 970 and the school enrolment was 856 with an Indigenous enrolment of 9% and a student with disability enrolment of 8%.

- The key improvement strategies recommended in the review are listed below.
- Investigate strategies to further build the instructional leadership capacity of school leaders in leading teams and quality assuring programs and classroom practices. (Domain 5)
- Further develop and strengthen moderation processes to ensure that the A to E data accurately and consistently measures student achievement. (Domain 2)
- 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. (Domain 8)

2. Executive summary

2.1 Key affirmations

Staff describe a strong affinity with, and take great pride in working at, the school.

Staff members demonstrate a commitment to providing a quality education. Leaders are steadfastly focused on improving learning and wellbeing outcomes for all students. Students, parents, and community members attest to the variety of opportunities provided by the school. Staff describe high levels of collegiality, indicating this is a true strength of the school. Staff and students reference the school's culture and strong traditions, including the school song and events such as 'Run the Corridors' and 'Clap Out'.

Leaders articulate that the school has many dedicated staff who are committed to supporting students to achieve strong learning outcomes.

The leadership indicates that teachers willingly support colleagues' professional growth and readily engage in shared learning to improve their expertise. Leaders view the development of staff into an expert and coherent teaching team as central to ensuring a quality education for all students. Intentional collaboration is fostered through 4 signature practices in the school, as outlined in the Collegial Engagement Policy (CEP).

Leaders and teachers describe a deep belief that every student is capable of successful learning.

Staff openly demonstrate care for students' wellbeing, and work to build relationships and connections with them. Students articulate appreciation for leaders, teachers and non-teaching staff for the support and care they demonstrate. The Head of Year (HOY) structure is highly valued by staff members. A Student Learning and Wellbeing Framework (SLaWF) is documented, and has recently undergone extensive review.

Leaders prioritise the development and implementation of rigorous and relevant curriculum.

Teachers speak of collaborating with colleagues to develop units of work, with a goal of progressing and improving student learning outcomes. A range of co-curricular and extracurricular activities is provided for students. Staff are committed to supporting students to achieve meaningful post-school pathways.

The principal and staff articulate a shared belief that all students are able to learn, improve and achieve.

Leaders are cognisant of the importance of skilled staff using quality differentiation to support the learning of all students. They emphasise the importance of data-informed approaches to teaching and learning to ensure all students are able to access, participate in, and progress through the curriculum. Parents articulate that teachers and leaders are approachable. They express that they are well-informed regarding their child's progress. A whole-school approach to inclusion has been collaboratively developed.

Staff actively seek ways to enhance student learning and wellbeing through the development of strong community partnerships.

Strategic partnerships with local businesses, community organisations, industry, and other educational institutions provide students with access to resources, services and expertise not readily available in the school setting. An alumni of 2000 past students has been created, with the principal commenting that this has enhanced the marketing and reputation of the school in the community.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Embed processes for formative assessment and moderation across all learning areas in Years 7 to 10, to support consistency and precision in tracking and driving student progress.

Domain 3: A culture that promotes learning

Create a multi-faceted approach to generate an agreed understanding of an engaged learner, and implement pedagogies and other strategies that foster high expectations and a growth mindset amongst all students.

Domain 1: An explicit improvement agenda

Strengthen lines of sight that monitor and guide the improvement agenda to enhance precision and consistency of implementation of actions that address strategic priorities.

Domain 8: Effective pedagogical practices

Build teachers' understanding and confidence to determine and employ high-impact teaching strategies to improve student engagement and achievement.

Domain 4: Targeted use of school resources

Build a shared understanding of the attributes of agile and successful digital learners, to build effective practices for digital learning across the school.

Domain 8: Effective pedagogical practices

Establish and systematically enact observation and feedback processes to support teacher development in consistently implementing effective pedagogies across the school.