

# Broadbeach State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Broadbeach State School** from **14 to 16 September 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.

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

### 1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Tracy Egan	Peer reviewer
Roger Sheehan	Peer reviewer
Pam Hall	External reviewer



## 1.2 School context

<b>Location:</b>	Alexandra Avenue, Broadbeach	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	1126	
<b>Indigenous enrolment percentage:</b>	2.8 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	11.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1065	
<b>Year principal appointed:</b>	2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, associate deputy principal, four Heads of Sub-Schools (HoSS), Head Of Special Education Services (HOSES), Support Programs Coordinator (SPC), guidance officer, Speech Language Pathologist (SLP), two social workers, Business Manager (BM), three administration officers, facilities officer, 43 teachers, 27 teacher aides, five cleaners, 56 parents and 79 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, school council chair and Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) representative.

Partner schools and other educational providers:

- Lady Gowrie Child Centre Broadbeach director and Miami State High School principal.

Government and departmental representatives:

- State Member for Mermaid Beach and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Collegial engagement overview	Differentiation and support flowchart
School pedagogical framework	Professional development plans
School assessment plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Three tier support model	Purple Space school portal



## 2. Executive summary

### 2.1 Key findings

**The principal and school leaders recognise that highly effective teaching is the key to improving student learning outcomes.**

The school utilises Direct Instruction (DI) and Explicit Instruction (EI) as signature school practices. School leaders detail providing significant support for staff members to develop their knowledge and implement these approaches. Conversations with school leaders, staff members, parents and regional staff indicate a high level of fidelity in program implementation. Staff members proudly describe their strong commitment to the consistent application of key pedagogical practices to support student learning.

**School leaders articulate a clear vision that school and systemic data drives all strategic decision making.**

All staff members are engaged in the collection and analysis of student achievement data and a culture of collective responsibility for student achievement is apparent. The school has a school-wide data collection plan that is understood and actioned by all staff. Teachers and Heads of Sub-Schools (HoSS) analyse reading and numeracy data and allocate students to particular groupings based on this analysis. Student achievement data in relation to DI programs is analysed frequently, with this data used to inform intervention and remediation strategies.

**The HoSSs are developing a sequenced plan for curriculum delivery based on the school's pedagogical approaches of DI and EI.**

The school has recently begun planning, teaching and assessing some aspects of other learning areas including Humanities and Social Sciences (HASS), technology, science and the Arts. Specific detail and understanding regarding how all aspects of the achievement standard are aligned and referenced in year level planning for all learning areas is emerging. Some aspects of cross-curriculum priorities and general capabilities are apparent throughout the school. Some parents and teachers identify that further opportunities to focus on critical and creative thinking could enhance student engagement and support students to apply and transfer their curriculum knowledge from one learning area to another. School leaders identify a need to include cross-curriculum priorities and general capabilities in curriculum planning.

**Teaching practices across the school reflect the belief that all students are capable of learning if provided with appropriate learning opportunities and support.**

The school has identified inclusion as a priority area in their Explicit Improvement Agenda (EIA). Teachers are committed to enacting reasonable adjustments to meet the needs of students with disability. The Head of Special Education Services (HOSSES) indicates work undertaken in recent years has enacted a more inclusive approach for all students, ensuring students with disability are working with their same-aged peers. A consistent understanding



of inclusive practices is emerging. School leaders articulate the importance of collaboratively developing and communicating a shared, whole-school vision for inclusion.

**School leaders and staff members enthusiastically discuss their shared commitment to providing excellence in learning for all students.**

Feeder high school staff identify that school students demonstrate high levels of confidence, and ability in literacy and numeracy. They note the opportunity to support students to be more capable as independent learners, and be willing to take risks in their learning. Some school staff members and parents articulate a desire for a greater focus on developing student competence in areas of innovation, exploration and critical inquiry. Students articulate enjoyment in engaging in inquiry-based learning, and express a desire for further opportunities.

**The principal describes the school ethos of identifying, meeting and exceeding challenges, within the focus of improving outcomes for students.**

The principal articulates the opportunity to leverage the school's current high level performance, and learnings from EIA and pedagogical implementation, to undertake 'blue sky' strategic thinking for the future. The principal details the importance of supporting staff wellbeing and workload when considering new initiatives and approaches.

**School leaders place a high priority on the development of an expert, cohesive teaching team.**

The school has a highly skilled and dedicated team of teaching and non-teaching staff that work collaboratively across all year levels. Staff members display high levels of professional energy for the work they do in the school. There is an appreciation from parents that positive outcomes for students result from the efforts of capable and committed teaching and non-teaching staff members. Staff members articulate a commitment to the continuous improvement of their knowledge and skills. Teachers articulate that they appreciate the feedback, mentoring and support offered by the HoSSs and that this support is critical in ensuring effective implementation of the school's signature practices.

**The school vision emphasises the value of *'Excellence for all within a supportive environment'*.**

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships based on trust. Relationships across the school community are developed through strong partnerships, and collegial sharing and support. The vision sets a clear tone and expectation regarding staff, student and community interactions. School leaders detail this has become the school's moral purpose. This vision is supported by the school charter.



**Students, parents and community members speak positively in relation to the school and the range of learning opportunities available.**

They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. The school is viewed, and views itself, as an integral part of the local community. Students speak with pride regarding their connection with the school. Parents are valued as partners in their child's learning and involvement in school activities is encouraged and welcomed by teaching and leadership teams. Parents and students describe the school as a school of choice.





## 2.2 Key improvement strategies

Collaboratively review the understanding and alignment of the Australian Curriculum (AC) across Prep to Year 6, including consideration of the general capabilities and cross-curriculum priorities.

Collaboratively develop and communicate a shared whole-school vision for inclusion.

Strengthen a culture of inquiry and innovation, whereby creative exploration and independent learning are valued.

Apply learnings from EIA and pedagogical implementation to undertake blue sky thinking for strategic planning possibilities, leveraging current high level performance and considering staff wellbeing.