

Broadbeach State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Broadbeach State School acknowledges the shared lands of the Bundjalung nation and the Kombumerri people of the Yugambah language region.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	1182
Indigenous enrolments	2.7%
Students with disability	14.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1075

About the review

 4 reviewers from 16 to 19 April 2024	 247 participants	 102 school staff
 71 students	 63 parents and carers	 11 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Strengthen the collective efficacy of all leaders, including teacher leaders, to enact instructional leadership practices to drive the explicit improvement agenda.</p> <p>Domain 8: Implementing effective pedagogical practices Expand opportunities for school-wide discussions about pedagogy to develop shared understandings about determining appropriate pedagogies in consideration of the curriculum, learning and the learner.</p> <p>Domain 6: Leading systematic curriculum implementation Strengthen moderation practices at the planning stage to ensure alignment between curriculum and assessment expectations and further teacher knowledge of the Australian Curriculum. Strengthen teacher understanding of on-balance decision-making to enhance the integrity of Level of Achievement (LOA) determination.</p> <p>Domain 8: Implementing effective pedagogical practices Scale up formal processes for observations and feedback to support teachers to reflect on and refine their practice.</p>
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Key affirmations



The leadership team articulates a set of beliefs around building a culture of care and respect that reflects the education of the whole child.

Leaders describe driving a philosophy of educating the whole child. These beliefs are apparent in classrooms and the playground, and underpin decision making processes. Parents and staff members express that they value being part of the positive, caring, and trusting environment in which all students can experience success. Many staff members share that the leadership team focuses on providing optimal support to enable them to concentrate on teaching and learning. They express pride in seeking tailored approaches to support the needs of all students and their families. Many community leaders speak highly of the school and its profile within the community.



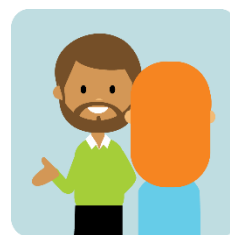
Collegiality and collaboration underpin ways of working among staff.

Staff express they value high levels of support from leaders and colleagues, and the sharing of knowledge and resources. They describe the importance of formal and informal mentor relationships to support their engagement with the school and understanding of agreed ways of working. Time is prioritised for teachers and leaders to collaboratively discuss and analyse achievement data, and discuss teaching and learning. Staff express appreciation for the professional sharing during these conversations. Teachers describe a collaborative approach to developing and refining curriculum and assessment resources. Leaders speak of the importance of the many sustained community partnerships that enhance opportunities for students. Leaders and Early Childhood Education and Care (ECEC) providers speak proudly of the strong connections that support a shared responsibility for students as they progress into schooling.



Leaders are driving an explicit improvement agenda that reflects a vision for high-quality teaching and learning.

Teachers and leaders describe school-wide strategies, approaches and protocols that support an orderly environment that encourages learning. Students express appreciation for the predictability, routine and clarity of expectations and how this creates a positive learning environment. The principal promotes a shared responsibility for continuously driving improvements in evidence-informed teaching practices in the school. This has led to building a culture of commitment to continuous improvement. Parents and staff describe the school as well-organised with clearly defined whole-school structures.



Leaders and teachers articulate a commitment to continuous improvement.

Leaders describe using evidence-informed models to develop staff capability. They speak of opportunities for teachers to experience leadership within the school, and of how locally created leadership structures support the development of leadership skills. They describe a range of induction processes to support teachers and teacher aides. Staff communicate they feel supported by school leaders to aspire to future career pathways. Teachers express appreciation for the principal's dedication to annually discussing individual career aspirations, and challenges.