Beaudesert State High School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Beaudesert State High School** from **22 to 25 May 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Helen Jamieson	Peer reviewer
Stephen Paulger	Peer reviewer
Robert Slater	Peer reviewer
Ken Rogers	External reviewer

1.2 School context

Location:	Brisbane Street, Beaudesert
Region:	South East Region
Year opened:	1963
Year levels:	Year 7 to Year 12
Enrolment:	1 456
Indigenous enrolment percentage:	7.2 per cent
Students with disability enrolment percentage:	8.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	961
Year Principal appointed:	2009
Full-time equivalent staff:	112
Significant partner schools:	ENABLE Coalition of Schools, BEN cluster, Beaudesert State School, Jimboomba State School, St Mary's Catholic Primary School, Tamrookum State School, Veresdale Scrub State School, Rathdowney State School, Hillview State School, Gleneagle State School, Woodhill State School, Darlington State School
Significant community partnerships	ENABLE Coalition of Schools, Beaudesert Education Network (BEN) Cluster, Beaucare, Scenic Rim Health and Wellbeing Advisory Committee, ENABLE coalition of schools, Mununjali Elders, Beaudesert Show Society and Ag Ed program
Significant school programs:	Beaudesert State High School Academic Improvement Strategy, Logan Scenic Rim Trade Training Centre, Agriculture Centre, Bangarra Rekindling Youth Dance program, Fires on Top of Mountains: Scenic Rim Cultural Program, Parental and Community Engagement program (PaCE)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, school council, four deputy principals, Business Services Manager (BSM), five cleaners, 49 students, 82 teachers, Parents and Citizens' Association (P&C) representative, 10 parents and 13 teacher aides.

Community and business groups:

- Coordinator and Indigenous Elder in Fires on Top of Mountain Program.

Partner schools and other educational providers:

- Principal Beaudesert State School.

Government and departmental representatives:

- Councillor Scenic Rim Regional Council, Federal Member for Wright and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Reading Framework	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The school is acknowledged by the broader community as being integral to the future development and productivity of the region.

Local community groups welcome the involvement of the school and its participation in the life of the town. The relationships that are established between these organisations and the school deliver a range of benefits to the social wellbeing, and the learning opportunities of students.

Teaching staff members highlight the sense of united and collegial support within the school as a key strength of the school's culture.

Students appreciate the wide range of subjects available to them and the opportunity to engage in specialist courses. Teachers are offered opportunities to access key personnel to assist them in actioning elements of the improvement agenda.

The leadership team has established an Explicit Improvement Agenda (EIA) in visible learning, reading, wellbeing and attendance, coaching and mentoring.

Teachers articulate a range of responses regarding the 2017 improvement agenda. Explicit whole-school targets are set and communicated to staff members. Some teachers are yet to apply school targets for student learning to their classroom planning and practice. Feedback across the school is predominantly informal in nature. Most teachers indicate they would appreciate more regular and formal feedback regarding progress with school priorities.

A clear and collaborative process of identifying future directions and ensuring priorities are consistently actioned is emerging.

Teachers and Heads of Department (HOD) articulate visible learning, reading, wellbeing and attendance, coaching and mentoring as priorities. Teachers apply strategies regarding learning intent and success criteria to their classroom delivery. Approaches to achieving school priorities are not yet consistent across departments. A clear and collaborative strategic planning process outlining vision, purpose and values aligned to mandatory expectations is not yet fully developed.

School leaders undertake analysis of student data as a basis for class composition and to inform levels of planning intervention and support for students.

Teachers are conversant with the use of attendance and behaviour data to inform interventions. School leaders regularly celebrate and reward progress in these areas. Staff members are encouraged to use OneSchool and data dashboard as a starting point for accessing information regarding the students they teach. The recording and application of this data to inform differentiation strategies is not yet consistent and is yet to be formally monitored and modelled by all leaders.

Staff members have a strong commitment to the school-wide priorities.

Leaders demonstrate a commitment to extending students to achieve as articulated in the school vision '*Helping students to achieve their personal best*'. Staff members are supportive of each other. Some reservation remains regarding openness to shared observation of classroom practices to provide and receive developmental feedback.

Students compliment the effort and commitment teachers demonstrate to support their learning.

Student behaviour is predominantly well managed. Most teachers, students and parents indicate the need to review behaviour management processes within the junior school to enhance positive engagement of students requiring additional support not to disengage. Some inconsistency appears to exist regarding the consequences for inappropriate behaviour and communications between classroom teachers, Heads of Department (HOD) and office administration levels.

Teachers demonstrate a clear commitment to positively contributing to the life of the school.

Teachers across the school reflect the belief that all students are capable of learning successfully, given appropriate learning opportunities and necessary support. Teachers indicate a proactive approach to seeking ways to improve teaching practices and outcomes for students.

2.2 Key improvement strategies

Develop a clear and collaborative strategic planning process to clarify and communicate vision, purpose and values aligned to mandatory expectations.

Develop a formal system for the monitoring, evaluation and feedback to all teachers and leaders in relation to progress on school priorities and associated targets.

Ensure a consistent alignment of actions and consequences for the management of student behaviour across the levels of responsibility based on high expectations.

Develop formal and consistent review, modelling and feedback processes regarding the correlation of student outcomes data to differentiation strategies to inform pedagogy and curriculum planning.

Implement a formal coaching and mentoring framework involving all teaching staff members that incorporates consistent feedback processes aligned to the pedagogical model.