

Banksia Beach State School

Executive Summary



School
Improvement
Unit





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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 **Banksia Beach State School** from **13 to 16 March 2018**.

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 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

John Bosward	Internal reviewer, SIU (review chair)
David Hinton	External reviewer
James Forrest	Peer reviewer
Leann Griffith-Baker	Peer reviewer



1.2 School context

Location:	Sunderland Drive, Banksia Beach
Education region:	North Coast Region
Year opened:	1992
Year levels:	Prep to Year 6
Enrolment:	1034
Indigenous enrolment percentage:	5.02 per cent
Students with disability enrolment percentage:	3.09 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1013
Year principal appointed:	2018
Full-time equivalent staff:	79
Significant partner schools:	Bribie Island State High School
Significant community partnerships:	Bribie Island Returned and Services League of Australia (RSL) Club, Bribie Island Bowls Club Inc., June Sainty
Significant school programs:	Performing arts, sport, Science, Technology, Engineering, Mathematics (STEM), dance



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, manager performing arts, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, two Support Teachers Literacy and Numeracy (STLaN), two guidance officers, Business Manager (BM), executive services officer, administration officer, STEM facilitator, 49 teachers, two instrumental music teachers, 58 parents, 59 students, 15 teacher aides, schools officer, Information Communication (ICT) support, teacher librarian, sports coaches (rugby league, touch football, triathlon swimming, cross country), canteen convenor and volunteer coordinator.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer.

Partner schools and other educational providers:

- Acting principal Bribie Island State High School and Early Years Alliance coordinator.

Government and departmental representatives:

- State Member for Pumicestone and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Semester 2, 2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
Assessment Schedule and Planner	School Opinion Survey
Responsible Behaviour Plan	2018 Time allocations
Purpose of Assessment at Banksia Beach State School	2018 Banksia Beach State School Whole School Curriculum and Assessment Overview
Year Level Curriculum Overview	



2. Executive summary

2.1 Key findings

The school has developed an exceptional reputation within the local community.

Parents are valued as partners and express confidence in their school. Prominent community members support and speak highly of the school, recognising high levels of parent and community confidence. Staff members proactively seek ways to enhance student learning and wellbeing by collaborating with parents, families, local businesses and community organisations.

Members of the community, parents, staff members and students show enormous pride in the school.

The community is committed to the school ethos and willingly work hard to ensure positive outcomes. Parent volunteers are welcomed into the school and are supported to build their own capability through formal and informal learning opportunities. Parents comment on their satisfaction with school staff members and their supportive and professional manner. Partnerships with parents are strengthened and enhanced through a range of school events and celebrations.

The school leadership team is committed to embedding research-based methods of instruction to provide the best possible learning outcomes for students.

Many staff members identify a need to develop a consistent approach to the teaching of reading school wide. The leadership team has demonstrated a high level of commitment to improving reading instruction at the school, with a focus on consistency of instruction and the use of research-based high-yield strategies. A focus on guided reading is apparent.

The school leadership team is committed to working with all staff members in building a school-wide, professional team of highly accomplished practitioners.

Teachers express interest in engaging with observation, feedback and coaching opportunities with a view to further enhancing professional practice. A plan to support collaboration, consistency and capability has been collaboratively developed and verified by the Local Consultative Committee (LCC). This plan includes the implementation of a formal coaching and observation process.

Staff members are committed to analysing and discussing the use of data to drive improvement in student learning outcomes.

Teachers are actively engaged to review their class and year level literacy achievements. Data placements for every class are a requirement and identify those students at, above and below age appropriate benchmarks. Teaching staff members indicate the need to continue to develop individual data literacy skills to enable a deeper understanding of data and the subsequent implications for teaching and learning.



A sequenced whole-school curriculum, assessment and reporting plan makes clear agreed expectations for teaching and learning across all learning areas.

The curriculum plan is comprehensive and the Head of Curriculum (HOC) provides detailed yearly overviews including essential learnings, extension options, suggested strategies and links to resources. A school-wide process to enable dedicated ongoing collaborative staff discussions focused on curriculum planning, implementation, shared curriculum expectations and vertical and horizontal alignment is yet to be embedded.

The school leadership team is committed to embedding research-based methods of instruction across the school to provide the best possible learning outcomes for students.

The Banksia Beach State School Pedagogical Framework outlines the expectations of teaching and learning aligned to Marzano's¹ Art and Science of Teaching (ASoT). The framework provides directions as to the strategic actions of teams and the Professional Development (PD) required to enact the pedagogical approach. Staff members demonstrate their use of success criteria and learning goals within their classroom setting. Some teachers display an extensive knowledge of the ASoT framework and are able to explain its application to their class setting. The explicit and effective use of the pedagogical framework is yet to be embedded across the school.

The school community is committed to the development of every student's academic, emotional, social, physical, artistic and creative potential.

Staff members seek to engage students in the teaching/learning process and encourage personal and collective responsibility. A wide range of stakeholders indicates that the broader community holds the school in high regard. Community members and visitors report that they find students courteous, respectful and well behaved with staff members and students making visitors to the school feel valued and welcome.

The school's highly successful and innovative programs of excellence in the performing arts and sport are recognised within and beyond the local community.

The school embraces multiple opportunities to participate in a wide range of performing arts, sports and academic performances and competitions. A large number of students engage in extracurricular activities including choir, instrumental music, drum corps, marching band, dance, STEM (Science, Technology, Engineering, Mathematics) activities and a range of sporting events.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



2.2 Key improvement strategies

Develop and implement a research-based framework for the teaching of reading across the school.

Develop and implement an observation, feedback and coaching process aligned to the school's priority area of reading.

Continue to build on teachers' data literacy to enable in-depth analysis of student achievement data to inform differentiated teaching practices.

Explore opportunities to embed collaborative planning time to ensure vertical and horizontal alignment of curriculum delivery and continuity of learning.

Review the pedagogical framework and deepen teachers' shared understanding and effective use of all elements of the school's signature pedagogies.