

Birkdale 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 **Birkdale State School** from **27 to 29 July 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

Scott Curtis	Internal reviewer, EIB (review chair)
Marie Whitfield	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Agnes Street, Birkdale	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	595	
Indigenous enrolment percentage:	8.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1005	
Year principal appointed:	2016	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Student Services (HOSS), guidance officer, Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), two administration officers, 30 teachers, 10 teacher aides, 25 students and 26 parents.

Community and business groups:

- Birkdale State School Parents and Citizens' Association (P&C), coordinator Police-Citizens Youth Club (PCYC) Outside School Hours Care (OHSC), coordinator Perfect Start Mary St Childcare Centre and community Elder.

Partner schools and other educational providers:

- Principal Wellington Point State High School.

Government and departmental representatives:

- Councillor for Redland City Council Division 10 Birkdale/Thorneside, State Member for Capalaba, facilitator Barna Jarjum 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 development plan 2020	Curriculum planning documents
School pedagogical framework	School assessment and reporting plan
Responsible Behaviour Plan for Students	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

Staff express a belief that student-centred learning is pivotal in the delivery of quality learning for all students.

There is a belief that student-centred approaches supported through student and school data sets, aligned with the ongoing professional learning, will provide a solid platform to collaboratively address barriers to successful learning for all students. The school leadership team is united and committed to driving a strong and aligned improvement agenda across the school, with evidence from research and measurable student outcomes. Staff members are united in their commitment to continual improvement in the school.

School leaders place a high priority on the school-wide collection, analysis and discussion of data.

School leaders recognise the importance of data as a key driver of teaching and learning. The creation of the data focus group is indicative of the priority that is given to the use of data in the school. School leaders recognise the analysis and monitoring of school achievement data is crucial to school improvement.

Leaders of the school are committed to success for all students.

The use of learning progressions and 'Bump It Up' walls are significant steps taken by the school to encourage and assist students to monitor their own learning and set individual goals for improved future learning. Students are acutely aware of Bump It Up walls as a process for taking ownership of their learning and identifying the next steps in their learning.

The leadership team views the development of staff into an expert teaching team as central to improving outcomes for students.

School leaders actively encourage staff to build a culture of continuous professional improvement and are committed to supporting all staff towards ongoing professional learning. Teachers affirm the collegial professional support that is shared amongst staff members. Most teachers across the school indicate strong support for continued coaching to further strengthen staff expertise regarding school priorities.

The school team recognises that highly effective teaching is the key to improving student learning.

School leaders express a commitment to improved learning driven through the implementation of the school pedagogies. Over a number of years, teachers have successfully developed and implemented the Age-appropriate pedagogies (AAP) into their classrooms. A recently emerging pedagogical practice is the New Pedagogies for Deep Learning (NPDL). Processes to systematically monitor and support members of the teaching team in the development of their repertoire of practice are yet to be implemented.

**School leaders are committed to success for all students.**

The school is promoting for students a culture of inquiry and innovation, whereby creative exploration and independent learning are valued. The development of AAP and the NPDL pedagogy are key initiatives to drive more challenging and enriching learning experiences for students. The leadership team recognises further ongoing support for pedagogical implementation is required to support challenging and deep learning.

A high priority is given to building and maintaining positive and caring relationships.

The school leadership team has identified as an emerging enrolment trend the increasing number of students who are presenting with a trauma background. Through the school professional learning plan, a number of opportunities for staff have been provided to support trauma-informed practices. Some staff articulate that they require further support in the understanding of trauma-informed practices to guide their knowledge and skills in responding to students with trauma backgrounds.

Students have the opportunity to be involved in the range of programs including Science, Technology, Engineering and Mathematics (STEM), musical and sporting programs.

Students are involved in a number of cultural events, ceremonies, challenges, instrumental strings, band, choir, and district and zone sport representations. A number of STEM opportunities occur during school time and outside of school time. Students participate in a number of Information and Communication Technology (ICT) competitions external to the school. External providers are valued in supporting the opportunities that students may access to support individual interests.

The school has an active and vibrant Parents and Citizens' Association (P&C).

The P&C provides valuable services and funds through a myriad of fundraising activities throughout the year. The P&C subsidises the cost for students to attend camp, provides hats for every Prep student, supported the establishment of the 'chill out' zone in the library and will shortly be installing chilled watercoolers around the school. A number of fundraising events are conducted to support these initiatives.



2.2 Key improvement strategies

Systematically strengthen and consolidate the coaching and mentoring processes across the school aligned to school priorities.

Embed school-wide approaches and practices to support the consistent understandings and expectations of the school's pedagogical philosophies.

Consolidate and strengthen school-wide approaches to NPD and AAP to support the delivery of challenging and enriching learning opportunities that cater for the full range of students.

Provide all staff with enhanced Professional Development (PD) and coaching opportunities in trauma-informed practice.