School Improvement Unit
Report

Birkdale State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Birkdale State School from 8 to 10 March 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

<table>
<thead>
<tr>
<th>Location:</th>
<th>74 Agnes St, Birkdale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>South East Region</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1916</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>650</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>7 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>8.2 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1006</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2016</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>32.5 (full-time equivalent)</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Birkdale South State School, Wellington Point State High School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td>Capalaba Bunnings, Birkdale Gardens/ Birkdale Fair Shopping Centres, Yulu-Burri-Ba Community Health, Perfect Beginnings Early Learning Centre, Mary St early Learning Centre</td>
</tr>
<tr>
<td>Unique school programs:</td>
<td>Gazetted Music Program of Excellence, Peacekeepers, Guaranteed Viable Curriculum in Mathematics</td>
</tr>
</tbody>
</table>
1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, deputy principal
  - Head of Special Education Services (HOSES)
  - Head of Curriculum (HOC)
  - Support Teacher Literacy and Numeracy (STLaN)
  - Special Education Program (SEP) teacher, guidance officer
  - Upper Two Bands (U2B) teacher
  - Business Services Manager (BSM)
  - Three administration officers
  - Principal Wellington Point State High School
  - Indigenous Community Representative – Deadly Choices
  - 28 classroom teachers
  - Language Other Than English (LOTE) teacher
  - Music teacher
  - Physical education teacher
  - 11 teacher aides
  - Canteen convenor and a canteen volunteer
  - Three Parents and Citizens’ Association (P&C) representatives
  - 25 parents, 16 students
  - Local councillor – Mr Paul Bishop
  - Directors of two local early childhood providers.
1.4 Review team

Lee Gerchow  
Internal reviewer, SIU (review chair)

Alison Welch  
Peer reviewer

Graeme Hall  
External reviewer
2. Executive summary

2.1 Key findings

- The school is driven by a deep belief that every child can learn and make progress. There is a culture of high expectations across the school.

  Classrooms are calm, orderly and focused on learning and there are few disruptions to learning.

- The leadership team are united and committed to driving an explicit and detailed local school improvement agenda.

  The school leadership team are in the process of building the team and roles and responsibilities are evolving according to strengths, interests and areas of expertise.

- The principal and other school leaders clearly articulate a high priority to school-wide analysis and discussion of student achievement, well-being and behaviour data.

  Teachers indicated a wide-spread view that year level teams are confident in collecting, collating and analysing data and moderating relevant assessment to ensure consistent teacher-judgement. There is evidence that approaches to data analysis vary across the school.

- The principal and other school leaders have given a high priority to understanding and addressing the learning needs of all students.

  The school has a rigorous consultative approach to inclusive practices. This process includes the systematic testing and collection of data to establish learning gaps and special needs and to inform resource allocations.

- The school has a team of dedicated and professional teachers and teacher-aides who are focussed on improving outcomes for students.

  Many teachers express an interest in having colleagues visit their classrooms to build their teaching repertoire. Some teachers indicate that they would be open to focussed observation and feedback from school leaders and other staff members.

- The school’s curriculum delivery plan identifies curriculum, teaching and learning priorities and requirements.

  Consistent approaches to the teaching of reading and mathematics have been documented. Consistency of the implementation of curriculum across and between year levels and the explicit connection to the school’s documented pedagogical framework is yet to be established.

- It is recognised throughout the school that some students require significant adjustments to their learning programs in order to be engaged and challenged.
The school is yet to document its school policy on differentiation and an agreed-upon approach to curriculum adjustments.

- **School leaders recognise that highly effective teaching is the key to improving learning**

  There are plans to review the pedagogical framework to include reference to the school’s signature pedagogies for reading and mathematics.

- **The school is held in high regard by parents and the wider community**

  Classrooms are calm, orderly and focussed on learning and there are few evident behaviour problems or disruptions to learning. School expectations with regard to behaviour and conduct are on prominent display as are expectations and targets for regular attendance. Recently a system of recognising positive student behaviour has been introduced and this has been positively received by the school community. School leaders are beginning to develop a school community engagement strategy.
2.2 Key improvement strategies

- Collaboratively develop and document the instructional roles and responsibilities of the school leadership team and communicate these to all stakeholders.

- Review the diagnostic assessment schedule to ensure that all assessment measures are relevant and that teachers understand the link between evidence collected and responsive pedagogy.

- Establish an agreed approach to professional coaching and mentoring including collegial observation and feedback.

- Develop a whole-school differentiation policy to ensure consistency in documenting adjustments to the curriculum.

- Collaboratively review the existing pedagogical framework to align with the school’s desired signature pedagogies for reading, mathematics and emerging priority areas.