Background:
Birkdale SS has 666 students of which three are English as a second language (ESL) students, 43 are Indigenous students and 49 are supported through a Special Education Support Program (SEP). Birkdale SS is a school of choice for many families in the district due to its high academic expectations and community spirit.

Commendations:
- A very strong collegial culture has been established within the school, with high levels of trust and commitment to the vision of a highly talented and cohesive leadership team.
- The Principal and the leadership team have developed an improvement agenda, which is seen as practical and achievable by staff members, yet is built on challenging and ambitious targets. School staff members have a shared commitment to improving teaching practices and more focussed teaching, based on student needs, which are well informed by school and systemic data. Academic Improvement Plans, provided by the Head of Curriculum to all year levels, have been highly successful in informing areas for focussed teaching and is influencing practice at the classroom level.
- The change process developed by the school in terms of long term continuous improvement, highlights not only a strong understanding of the needs of students through very thorough data analysis and a ‘no excuses approach’ to meeting gaps in student learning, but also invests in building the capability of a dedicated and skilled teaching staff.
- A range of initiatives are being implemented to make effective use of available resources, to enhance teaching and learning and a wide range of specific learning needs are catered for very effectively. The school deploys staff members in ways that makes best use of their expertise.

Affirmations:
- There has been a shift in the school profile in most of the domains of the audit instrument since the last audit, in particular, Differentiation of Classroom Learning; Systematic Curriculum Delivery; and Targeted use of School Resources.
- A number of initiatives are in place to support the students, with high level special learning and support needs. Special education programs and learning support to classrooms is highly valued by class teachers.

Recommendations:
- Continue to refine and develop the school’s pedagogical framework and review the curriculum delivery expectations over time. Give special consideration to the linkages between the lower and upper school. Link these statements about consistency of teaching and learning practices to the Developing Performance Framework and teacher feedback process.
- Continue to build the coaching capacity and capability of the curriculum leadership team. Consider a minor review of the roles and responsibilities of the curriculum leadership team in terms of supervision and coaching. Increase opportunities for peer mentoring and coaching.
- Continue to build a feedback culture in the school, which provides reflection for teachers on their classroom practice and feedback to students on their learning. Formalise whole of school processes and strategies which will help achieve this.
- Further develop differentiation by ensuring all teachers’ planning shows how the different needs of all students are addressed and how multiple opportunities to learn are provided. This will enhance a whole school approach to improving student achievement. Further develop the introduction of student goals for student learning so that they are more specific, individualised and reviewed regularly.
- Continue to build on partnerships with local high schools to support the school’s enrichment and extension programs.
- Refine the assessment schedule and whole school tracking systems. Centralise student data and curriculum planning documents to ensure accurate version control and teacher access on an ongoing basis. Continue to encourage more independent analysis of data sets by classroom teachers to inform teaching and learning over shorter time frames.

Queensland Government