

Birkdale State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Birkdale State School acknowledges the shared lands of the Quandamooka Nation and the Goenpul, Ngugi and Noonuccal people.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	489
Indigenous enrolments	7%
Students with disability	26%
Index of Community Socio-Educational Advantage (ICSEA) value	1005

About the review

 3 reviewers from 10 to 12 July 2024	 130 participants	 48 school staff
 53 students	 20 parents and carers	 9 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Finalise the roles, responsibilities and accountabilities of all staff to provide clarity in their roles in driving identified school priorities.

Domain 6: Leading systematic curriculum implementation
Sustain the planning process with the Head of Department – Curriculum (HOD-C) to ensure teachers’ and leaders’ knowledge and understanding of the AC is current and supports effective implementation of the curriculum.

Domain 8: Implementing effective pedagogical practices
Prioritise opportunities for professional sharing between teachers and leaders to foster a shared understanding and language about pedagogy.

Enact the Academic Case Management process to provide opportunities for teachers to reflect on data to determine effective pedagogical practices.

Domain 7: Differentiating teaching and learning
Establish a shared understanding and approach to differentiation to support consistency of practice and recording of curriculum adjustments and personal learning plans.

Key affirmations



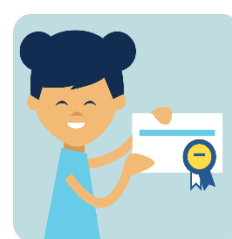
Staff and parents celebrate the school's rich history, cherished traditions and describe a strong sense of belonging to the school community.

Staff, parents and students describe a sense of pride and connection to the school. Students sing the school song, ‘Birkdale Blitz’, to celebrate their connection to the school. The school community projects a sense of optimism about the future of the school and its current leadership. Parents appreciate the approachable and responsive nature of staff and leaders, and express feeling valued as integral partners in their child’s learning. Teachers comment that this reciprocal relationship has fostered growing interest and investment from parents in their child’s education. Staff describe the collegial culture, characterised by collaboration and mutual support, as a significant strength of the school.



Starting strong is a priority through transition opportunities for future Prep students.

The deputy principal details a successful Prep transition and enrolment programs that are offered to students in Early Childhood Education and Care (ECEC) centres. The extensive transition program is offered through Get Set for Prep, Peek at Prep, Stay and Play, and invitations to participate in school events, Science, Technology, Engineering and Mathematics showcase, and classroom visits. School staff indicate a strong relationship with ECEC centre staff. ECEC centre staff and parents speak appreciatively of the efforts to support transitions to school. Teachers convey how transition programs help children successfully transition into Prep. Parents speak positively about the engagement of school staff in providing a strong start to Prep for students.



The school community values music opportunities provided to students.

Staff express how the music program provides a wide variety of opportunities for students to engage in music. The music teacher details the numerous choirs, school rock band ‘Infinity’, and instrumental strings and band programs. Parents convey appreciation for the ukulele and guitar programs provided to students outside school hours. The music teacher highlights how students’ love of music is celebrated at the end-of-year performance.



Staff value the support of the HOD-C in implementing the Australian Curriculum.

Teachers speak positively about the support provided to them by the HOD-C in developing their capability in designing and implementing units, assessment tasks and marking guides aligned to the Australian Curriculum Version 9 Mathematics. The HOD-C conveys that assessment processes are aligned with the school’s curriculum plan. They are designed to establish where students are in their learning and to monitor learning progress over time. Leaders and teachers express they have a strong intent to improve curriculum, teaching and learning by knowing their students and using systematic collaborative processes. Parents convey they feel engaged in their child’s learning as they receive a termly curriculum overview each term.