Golden Beach State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Golden Beach State School** from **21** to **23 February 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

Garry Lacey	Internal reviewer, SIU (review chair)
Linda Knight	Peer reviewer
Ian Hall	External reviewer

1.2 School context

Location:	Gregory Street, Golden Beach
Education region:	North Coast Region
Year opened:	1992
Year levels:	Prep to Year 6
Enrolment:	655
Indigenous enrolment percentage:	7.3 per cent
Students with disability enrolment percentage:	5.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1004
Year principal appointed:	2007
Full-time equivalent staff:	34.7
Significant partner schools:	Caloundra State School, Caloundra State High School, Baringa State Primary School
Significant community partnerships:	The Salvation Army, Golden Beach Progress Association Inc, Henzells Agency, Caloundra Coalition of State Schools
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG), Mandarin languages program Prep to Year 6

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), guidance officer, Head of Curriculum (HOC), Support Teacher – Literacy and Numeracy (STLaN), 25 classroom teachers, two intervention teachers, two Special Education Program (SEP) teachers, kitchen garden teacher, specialist teachers in Health and Physical Education (HPE) and music, 14 teacher aides, curriculum team, Business Manager (BM), school council chair, two administration officers, tuckshop convenor, schools officer, ancillary staff member, 32 parents and 94 students.

Community and business groups:

- Parents and Citizens' Association (P&C) executive and school chaplain.

Partner schools and other educational providers:

- Principal local feeder high school and local kindergarten coordinator.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	School Opinion Survey
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School meeting schedule	Curriculum planning documents
School improvement targets	Student services program documentation
School pedagogical framework	Caloundra Coalition calendars
School data plan	School newsletters and website
Responsible Behaviour Plan	Behaviour referral and support documentation
School based curriculum, assessment and reporting framework	Documentation for Annual Performance Development Plans

2. Executive summary

2.1 Key findings

Teachers report they value working with colleagues in their year level cohorts.

Year level meetings provide opportunities for teaching staff members to develop and share practice. Informal conversations occur regularly between teachers regarding topics that have impact on their classroom practice and capability development. Teachers and other staff members value the development of a collegial culture of mutual trust and respect.

Students at the school are offered a broad range of co-curricular learning experiences.

The school promotes the Arts through choirs, instrumental music and school musicals. Students have the opportunity to perform in the local community, at special events and on school assemblies. Students have opportunities to participate in interschool sports and localised physical education programs including swimming and surfing. Students in Year 5 and Year 6 are offered an electives program that includes rock climbing, orienteering, Landcare, sewing, theatre sports and robotics. A writers' group and digital technologies learning experiences are offered. Students and parents report they value these co-curricular learning opportunities and appreciate the time teachers take to provide them.

Year level teams meet each term with the Head of Curriculum (HOC) to plan curriculum units in English and mathematics for the following term.

The HOC has developed a OneNote resource for teachers that includes an extensive range of resources and links to activities. Classroom teachers are able to access and add to this resource individually and collectively. The school's curriculum framework and resources are aligned to the Australian Curriculum (AC) and reference Curriculum into the Classroom (C2C) resources to support unit development. The framework provides year level overviews and assessment schedules that clearly identify formative and summative assessment requirements. A moderation schedule, clear reporting guidelines, planning processes and student English assessment folio requirements are included.

A collegial culture of mutual trust and respect is established between teachers.

Teaching staff members report they value working with colleagues in their year level cohorts. Staff members indicate a need to enhance the professional culture of the school. Staff members identify a number of factors contributing to this situation. Teachers identify that addressing communication, workload issues and management processes may improve professional culture. The leadership team articulates an awareness of these issues and expresses a commitment to exploring strategies to improve morale and maintain high levels of staff wellbeing.

The leadership team is committed to ongoing professional capability development to continually enhance their knowledge and abilities as effective school leaders.

School leaders are committed to leading the development of curriculum, teaching and learning at the school. Staff members acknowledge and appreciate leadership team members who identify themselves as learners and are actively involved in the Professional Development (PD) activities of the school. A number of these leaders are relatively new to their positions and identify a strong desire to continually develop their skills as instructional leaders within the school through a range of professional learning opportunities.

In the curriculum 'pillar' there is a learning focus on developing a whole-school approach to the teaching of reading.

Teachers are able to articulate the strategies they are implementing to engage their students in daily reading activities. Elements of the Gradual Release of Responsibility (GRR) model are utilised in most classrooms. Discussions with most teachers reveal a commitment to implementing the commonly agreed strategies for the teaching of reading. Processes to closely monitor the implementation of the school's Explicit Improvement Agenda (EIA) in terms of consistent teaching practices leading to improved student learning outcomes are yet to be implemented by the school's leadership team.

A systematic plan for the collection of data is developed.

The Curriculum Assessment and Reporting Plan includes a schedule for the collection of formative and summative assessments. The process of reflecting on school and systemic data to ensure alignment of student results is yet to be a school-wide practice. Leadership team members are aware of the need to develop greater teacher capacity to analyse and reflect on their teaching practices utilising data. A process whereby teams of teachers and school leaders meet to regularly interrogate student learning data is yet to be enacted across the school.

School leaders give a high priority to understanding and addressing the learning needs of all students in the school.

The principal is utilising school resources to support a number of specialist programs at the school that provide students with a range of learning experiences. Significant teacher aide time is purchased to support implementation of the school's intervention support and reading programs. The principal acknowledges the need to systematically monitor and evaluate the effectiveness of all human resource allocations to ensure they are achieving positive learning outcomes for students and are appropriately responsive to the identified needs of staff members and students.

The student services team implements a highly coordinated program to support the diverse needs of learners at the school.

This process is led by the Support Teacher – Literacy and Numeracy (STLaN) and Head of Special Education Services (HOSES) who work with the teachers and teacher aides in their teams to provide support in all classrooms. The learning of students is closely tracked utilising a range of data sets and appropriate intervention programs are planned to support the needs of learners. Teacher aides receive significant professional learning in order to enable them to best support learning in classrooms. Teachers positively acknowledge the work of this team in assisting them to cater for the learning needs and social and emotional development of students in their classrooms.

The school recognises the positive impact that partnerships with parents and the community have on enhancing student learning and wellbeing.

Members of the community, parents, staff members and students display enormous pride in the school. Parents indicate that they are pleased with the education their child receives at the school and the opportunities that are provided to their child. Partnerships with parents are strengthened through a range of school events and celebrations that are held regularly. These events enhance the sense of community within the school. The school has the strong support of a Parents and Citizens' Association (P&C) and school council.

2.2 Key improvement strategies

Collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, maintain high levels of staff morale and promote wellbeing.

Provide opportunities for members of the leadership team and teacher leaders to further develop their capacity and abilities as instructional leaders.

Work with teachers to embed the agreed practices relating to the school's EIA, establish what this looks like in classrooms, and collectively monitor implementation.

Provide time for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Review the effectiveness of targeted human resource allocations to ensure they are maximising outcomes for all students.