

Bellevue Park State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bellevue Park State School** from the **4 to 6 October 2017**.

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

Lesley Vogan	Internal reviewer, SIU (review chair)
Terry Davidson	Peer reviewer
Bronwyn Van Amerongen	External reviewer



1.2 School context

Location:	Sapium Road, Southport
Education region:	South East Region
Year opened:	1983
Year levels:	Prep to Year 6
Enrolment:	629
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	4.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1039
Year principal appointed:	2017
Full-time equivalent staff:	60
Significant partner schools:	Benowa State High School
Significant community partnerships:	Benowa Early Learning Centre, Harcourts Innovations Ashmore
Significant school programs:	Inspirators Dance'Ed, Prep Flying Start, Bellevue Beyond, current Response to Intervention (RTI) trial.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), two special education teachers, guidance officer, two Support Teachers Literacy and Numeracy (STLaN), Parents and Citizens' Association (P&C) president and treasurer, Head of Curriculum (HOC), tuckshop convenor, 9 teacher aides, 32 teachers, 30 students, facilities officer, two administration officers, cleaner and 21 parents.

Community and business groups:

- Director of Benowa Early Learning Centre.

Partner schools and other educational providers:

- Principal of Benowa State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Meeting schedules
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Timetables	Annual teacher performance review process
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school vision ‘Leading excellence in education through collaboration, innovation and partnerships’, reflects the commitment of the leadership team and the school community to improving learning outcomes for all students.

All staff and community members express satisfaction with the strategic direction of the school and are optimistic the current agenda and programs will equip students for ‘*their future as successful global citizens*’.

The school leadership team clearly articulates their strong belief that timely and reliable data regarding student outcomes is crucial to enabling them to lead the strategic improvement agenda.

There is a consistently high level of confidence in teachers’ data literacy skills and ability to collect, collate, interrogate and analyse data and ability to articulate how data is utilised to inform classroom practice and improve students’ learning outcomes.

Strong collegial relationships and a high-level culture of collaboration and teamwork define the teaching and learning environment at the school.

Leadership and staff members clearly have high expectations of one another and of students. Rich professional conversations demonstrate the commitment of school personnel to the continuous improvement in practice that leads to excellence.

The school has a coherent and sequenced plan for the delivery of curriculum across Prep to Year 6 classes that aligns to the Australian Curriculum (AC).

The leadership team is driving curriculum innovation with a move away from a focus on the Curriculum into the Classroom (C2C) resource materials and the introduction of a guaranteed and viable curriculum (GVC). Mathematics is the current focus for change and it is anticipated other learning areas will be reviewed following the implementation of the new mathematics curriculum plan.

The Response to Intervention (RTI) approach embeds a model of cohort intervention targeting students at their evidence-based levels of ability to achieve higher standards of learning with a current focus on mathematics.

The RTI trial is in the early stages of implementation in Prep and Year 6. There is considerable buy-in of staff for extension of the model to all year levels. Teachers articulate the belief that this strategic improvement model provides a significant future opportunity to lift the learning outcomes of all students.



Leadership team members promote the use of research-based teaching practices and have established a clear position on the types of teaching they expect within the school.

The school leadership acknowledges current school initiatives including inquiries into the teaching of reading and number, curriculum reform and the trial of RTI will necessitate the review of the school's pedagogical framework to ensure alignment between school pedagogical practices and curriculum demands.

School leaders place a high priority on the ongoing professional learning of all staff members and on a school-wide, self-reflective culture focused on high quality classroom teaching.

Strong instructional leadership is apparent in the development of highly effective teams. An aspect of professional learning is the introduction of a coaching model. Trained capacity coaches work with teachers on school-wide, guided reading priorities. At this early stage of implementation, evidence exists of strong teacher support and positive initial engagement.

The school leadership team has developed a strong team structure to support strategic direction, curriculum innovation and the organizational needs of the school community.

An interrogation of school data including the National Assessment Program - Literacy and Numeracy (NAPLAN) and community context has informed the setting of school targets in comparison with the nation. These targets provide distance travelled over time, and are yet to fully support the systematic and timely evaluation of the effectiveness of school initiatives and programs in producing the desired improvements in student learning.

Teachers articulate differentiation as a significant component of their work and accept professional responsibility for differentiating practice to meet learning needs.

Teachers are committed to ensuring all students are engaged, challenged and extended. The consistent focus and shared responsibility for effective data-informed practices that recognise and respond to the differentiated learning needs of students are strengths of the school.



2.2 Key improvement strategies

Further develop processes and Quality Assurance (QA) measures to support school curriculum innovation and assessment practices.

Further develop, extend and refine the RTI model across the school maintaining the initial sharp and narrow focus on mathematics.

Review the current school pedagogical framework focusing on the alignment between school curriculum innovation and improvement priorities.

Maintain the strong school professional learning focus and embed coaching, observation and feedback to deepen teachers' knowledge and understanding of school-wide innovations and initiatives and their impact on student learning outcomes.

Broaden school improvement targets aligned to specific school improvement priorities that will support the systematic evaluation of the effectiveness of school initiatives and programs in the short and long term.