



School Improvement Unit Report

Beaconsfield State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Beaconsfield State School from 25 to 27 July 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](#).

1.2 School context

Location:	Nadina Street, Beaconsfield
Education region:	Central Queensland Region
The school opened in:	1999
Year levels:	Prep to Year 6
Current school enrolment:	301
Indigenous enrolments:	17 per cent
Students with disability enrolments:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	944
Year principal appointed:	2015
Number of teachers:	21.6 (full-time equivalent)
Nearby schools:	Pioneer State High School, Andergrove State School, Slade Point State School, Northview State School, Mackay District Special School
Significant community partnerships:	Central Queensland University, Pioneer State High School, Beaconsfield Crèche and Kindergarten
Significant school programs:	Languages Innovation and Improvement, Advancing Education, Entrepreneurs of Tomorrow, robotics and coding, Rock Pop Mime, Choralfest, sporting gala days, Under 8s' day



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 Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN) and Head of Special Education Services (HOSES)
 - 16 teachers and 22 students
 - Guidance officer and administration officer
 - Two office staff and seven teacher aides
 - Three cluster principals
 - Facilities officer
 - Three cleaners
 - Parents and Citizens' Association executive
 - School technical officer
 - 17 parents

1.4 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Mark Creedon	Peer reviewer, SIU
Robert Gilbert	External reviewer



2. Executive summary

2.1 Key findings

- Within the school community there is an understanding of the importance of positive and caring relationships for successful learning.

The mutual respect between staff members, students and families is visible and articulated by all stakeholders. Relationships are caring and polite.

- The school actively seeks ways to enhance student learning and wellbeing by engaging with parents and families, other education institutions and community organisations.

Parents and families are recognised as important contributors to their child's education. Parents are positive regarding the school and its relationship with them.

- The Explicit Improvement Agenda (EIA) outlines the three key areas, targets and goals, key actions: when, who, resources and the research and reason behind the strategy.

The agenda has been communicated to staff members and all staff were able to articulate the school's three focus areas. Staff are less clear on the details and timelines of the agenda, the reasons why some strategies are part of this agenda and the expectations on them and their practice.

- Staff members are committed to improving teaching practices that are impacting on student learning.

Teachers are committed to identifying, understanding and implementing effective teaching strategies in their classrooms so that improved learning outcomes can be achieved for all students. The school has a documented pedagogical framework which has elements of research based models included. It is aligned with explicit instruction (EI) principles and practices based on the Art and Science of Teaching (ASoT), specifically high yield teaching strategies. These strategies are not yet clearly embedded in the key school improvement agenda of quality teaching.

- The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring every student is engaged and learning successfully.

Throughout the school staff members recognise that some students require significant adjustments to their learning to achieve positive learning outcomes. The principal and leadership team are working with a regional inclusion coach to develop a whole-school inclusion model of support and intervention for students identified with a disability.

- Professional development (PD) arranged by the administration is aligned to key elements of the school's improvement agenda with particular emphasis on literacy.

The school is yet to document an overall plan to ensure longer term focus and effectiveness of the range of PD activities undertaken by staff members.



- The school has a team of highly capable teachers, with a blend of experienced and beginning staff members.

The school leadership team and teaching staff members are committed to improving student learning and success, and to continuous professional improvement. A more comprehensive approach to mentoring and coaching is planned to be established.

- Staff members, parents and community members acknowledge the improvement to the culture of the school in recent years.

A growing culture of high expectations and a belief that every child can learn and be successful exist.



2.2 Key improvement strategies

- Engage staff members, parents and the wider community in reviewing and refining the school's EIA to ensure it clearly articulates the school direction and is understood by stakeholders.
- Collaboratively review the school's pedagogical framework to ensure it is understood and clearly articulates the concept of quality teaching, aligned to the school's improvement agenda.
- Develop a whole-school inclusion model of support for students, including students identified with a disability.
- Develop a PD plan for the whole-school staff.
- Extend mentoring relationships in the school and develop coaching processes in relevant areas.