

# Beechmont State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Beechmont State School** from **9 to 11 March 2021**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Wayne Troyahn	Internal reviewer
Susan Evans	Peer reviewer



## 1.2 School context

<b>Location:</b>	Beechmont Road, Beechmont	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	116	
<b>Indigenous enrolment percentage:</b>	3 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	16 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1037	
<b>Year principal appointed:</b>	2020 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), eight teachers, six teacher aides, cleaner, schools officer, 31 students, 15 parents and Advisory Visiting Teacher (AVT) – physical impairment.

Community and business groups:

- Parents and Citizens' Association (P&C), director Clearview Early Learning and Kindergarten, bus run drivers, coordinator Mountain Mates Outside School Hours Care (OSHC), Queensland Country Women's Association (QCWA) Beech Mountain branch, ANZAC committee representation, Hall and Recreation Association representative and Beechmont Rural Fire Brigade.

Partner schools and other educational providers:

- Deputy principal Nerang State High School.

Government and departmental representatives:

- Councillor Division 3 Scenic Rim Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School newsletters and website
Investing for Success 2021	Strategic Plan 2018-2021
Student Code of Conduct	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School Opinion Survey	School data and assessment framework
Headline Indicators (October 2020 release)	



## 2. Executive summary

### 2.1 Key findings

#### **Staff, students and parents speak positively of the school culture and learning environment.**

Students, parents and teachers interact in a caring and respectful manner frequently referring to the school as their family. Parents express that they appreciate how well school staff know the students. Communication and interactions create a feeling of respect and belonging across the school for students and staff members.

#### **The principal and staff articulate their knowledge of the current Explicit Improvement Agenda (EIA).**

Detailed through the Annual Implementation Plan (AIP), the EIA is focused on the teaching of reading and writing, and student attendance. Set actions and targets are developed for each priority area. Sample actions include the identification of reading and writing demands, utilising data to inform the next steps and embedding attendance practices. The EIA is established by the school principal and supported through staff conversations, utilising whole-of-school data analysis. Staff describe the current EIA as the 'right work'.

#### **The principal demonstrates commitment to ensuring that the school delivers the Australian Curriculum (AC).**

The school has established a curriculum plan that covers all year levels and learning areas and is enacted over a two-year cycle. The plan seeks to ensure that all students experience each of the required elements of the curriculum. The principal recognises the ongoing need to assist teaching staff to develop a deep understanding of the curriculum. The principal identifies one-to-one collaborative discussions are intended to be utilised as a basis for staff capability enhancement regarding deep knowledge and understanding of the AC.

#### **A belief is apparent amongst staff that students are capable of learning successfully.**

At the time of the review, a small number of students are working from an Individual Curriculum Plan (ICP). These plans are developed at the school by the Support Teacher Literacy and Numeracy (STLaN), class teachers and parents or carers. Some staff members are yet to fully realise the importance of addressing goals as a means of supporting students to achieve alongside their peers. Deep knowledge, a shared understanding and application of inclusive education and associated legislation and policy are yet to be realised.

#### **Student learning support is delivered in a targeted and focused manner.**

Learning interventions support students and their needs, particularly for students at risk of not meeting curriculum demands. Learning support is delivered through individual and small group interventions. Staff strive to ensure that student learning episodes are engaging, contextually relevant and purposeful. Approaches to providing differentiated learning experiences vary amongst staff. Some staff identify that the development and





implementation of learning opportunities to support highly capable students is yet to be a fully consistent part of their repertoire.

**The principal places an emphasis on attracting and building an expert teaching team to support the needs of students.**

The principal articulates that the school is soon to commence work focused on quality teaching rounds through the University of Newcastle to assist the development of all teachers. The school has identified the importance of being part of the Leading Learning Collaborative (LLC) and the opportunities that learning walks and talks provide. A consistent approach to coaching, mentoring, lesson observation and feedback on lessons to support the development of the expert teaching team is yet to be apparent.

**The principal expresses the belief that quality teaching is essential for ensuring that all students succeed.**

Staff draw on a range of pedagogical practices to support student learning. The principal and some teachers describe the use of the Gradual Release of Responsibility (GRR) in some classrooms. The utilisation of a consistent pedagogical practice is yet to be identified by teachers. A review of current approaches, led by the principal, is to be undertaken collaboratively, to identify practices that are unique to the school and students.

**Teachers organise their classrooms as inviting spaces in which to learn.**

Each teacher has a double teaching space available to them, with the second space primarily utilised as a computer lab. Learning spaces are flexible to allow for whole-class, small group and individual work. Four classrooms are dedicated to music, Science, Technology, Engineering and Mathematics (STEM), the Japanese language and student support. Staff members identify the high level of resourcing available at the school. The physical resources at the school are well maintained and include multiple undercover areas, a hall, library, playgrounds and spacious grass play spaces for students to enjoy.

**The school has long been a focal point of the local area and is well recognised within the community.**

The school seeks ways to enhance student learning and wellbeing through opportunities to partner with parents, other educational providers, local businesses and community organisations. The school has built a range of strong partnerships within the local community. These partnerships enable the school to garner support, resources and services to enhance learning opportunities for students.



## 2.2 Key improvement strategies

Deepen staff knowledge and understanding of the components of the AC to support a shared curriculum expectation aligned to the curriculum plan.

Develop capacity of staff members to build an inclusive culture and mindset, through targeted professional learning, supported by regional staff.

Implement a whole-school approach to differentiation that meets the learning needs of all students, including highly capable students, and supports engaging, extending and challenging learning opportunities.

Design a collegial engagement framework addressing the areas of coaching, mentoring, observation and feedback to support development of the expert teaching team.

Collaboratively develop and embed the high-yield pedagogical practices and processes to support student learning and engagement.