



School Improvement Unit Report

Queens Beach State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Queens Beach State School from 31 May to 2 June 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:	39 Tracey Street, Bowen
Education region:	North Queensland region
The school opened in:	1940
Year levels:	Prep to Year 6
Current school enrolment:	416
Indigenous enrolments:	23 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	944
Year principal appointed:	2005
Number of teachers:	17 (full-time equivalent)
Nearby schools:	Bowen State School, Merinda State School, Bowen State High School, St Mary's Catholic School
Significant community partnerships:	Local Chaplaincy Committee, Early Childhood Education and Care Committee, Mobile Play Group (Save the Children), Beach Hut – Before, After and Vacation Care (OSHC), Kindergarten (C&K), Whitsunday District Sports and Bowen Sub-District Sports, Rural and Remote Education Access Program (RREAP) Cluster Committee, Kidz@thebeach (Long Day Care), Girudala Cooperative (Indigenous Health Checks/ Cultural Sensitivity Training), James Cook University (JCU) – Preservice Practicums, Reef Guardians, Local Area Accommodation Host for Cluster, Tai Chi and Tae Kwon Do, Relationships Australia, Police Citizens Youth Club (PCYC)
Significant school programs:	Instrumental Music, Strong sporting focus



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 and master teacher/curriculum coordinator
 - 24 teachers and two teacher aides
 - Business Services Manager (BSM), two administrative assistants and facilities officer
 - 48 students, year level coordinator, Bowen State High School and Parents and Citizens' Association (P&C) president and 28 parents
 - Indigenous community representative, Girudala
 - Federal Member for Burdekin, Mr Dale Last and Whitsunday Regional Councillor, Mr Mike Brunner,
 - Police-Citizens Youth Club representative, early learning centre representatives and Outside School Hours Care (OSHC) coordinator
 - Tuckshop convenor and staff

1.4 Review team

Alan Whitfield	Internal Reviewer SIU (review chair)
Alison Welch	Peer reviewer
Suzanne Innes	External reviewer



2. Executive summary

2.1 Key findings

- School leaders are united and committed to improving the learning outcomes for all students.

The school improvement plan outlines six areas for focused attention in 2016. These areas include monitoring the success of the Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) program, monitoring guided reading in every classroom through coaching, revisit *The Seven Steps to Writing Success* program and implement it in some classrooms through coaching, implement the *Building Blocks for Literacy* program, short cycle data collection of 5 weeks in reading and spelling and quality assurance of the PM Benchmark and PROBE running records. This agenda is articulated to the school community through staff meetings, Parents and Citizens' Association (P&C) meetings and the school newsletter. A consistent understanding of this agenda is developing.

- Teachers are committed to every student succeeding and can articulate instances of student and class improvement.

Progress towards improvement targets is regularly monitored by the school leadership team and discussions on strategies to drive improved student outcomes are a feature of curriculum planning and data discussions. There is a clear message from school leaders, supported by staff, that every student must experience success as a learner.

- The school leadership team demonstrate a conviction that effective teaching is the key to improved student learning and accept personal responsibility for driving improvements in teaching throughout the school.

The school has a documented pedagogical framework which draws on a range of research practices including the Dimensions of Teaching and Learning (DoTL), Gradual Release of Responsibility (GRR) models, high impact instructional practices and Explicit Instruction (EI). Teachers have an emerging understanding of this framework.

- The school leadership team place a high priority on the use of differentiated teaching as a strategy for ensuring that every student is actively engaged and achieving success in their learning.

Teaching staff state a strong belief that all students are capable of learning at their own individual rate and are able to clearly articulate where students are on the learning continua. There is recognition by staff members that students are at different stages in their learning and differentiated teaching is documented and enacted by teachers in a variety of ways. Data indicates that high achieving students require focused differentiation in the classroom.



- The school has a team of enthusiastic, dedicated and professional teachers and teacher aides who share responsibility for student learning and success.

Staff members work together to consider teaching strategies to improve their teaching practice. Teachers share practice and offer their classrooms for observation. Staff members share practice at staff meetings. A school feedback program is offered by the principal. A formal program of observation and feedback for all staff members to enhance teacher interaction and self-reflection is not yet currently embedded. Staff members indicate they are supportive of receiving feedback. A formal curriculum coaching program to support staff in their ongoing professional growth and development in literacy or numeracy is yet to be developed. A mentoring program for beginning and returning teachers operates at the school.

- School staff members and parents agree that a strong school community partnership exists and that this aspect of the school contributes positively to successful outcomes for students.

Staff members encourage parent involvement in the school community. Many parents comment that student wellbeing is linked to the positive school community and the student-centred culture that is currently in place.



2.2 Key improvement strategies

- Review the current school improvement plan and collaboratively develop a narrow and sharp focus for a future Explicit Improvement Agenda (EIA) and ensure that each key priority is strategically planned, developed and implemented.
- Revise the school's pedagogical framework to clarify the signature pedagogical approach.
- Develop and implement a whole-school program to cater for and challenge high achieving students.
- Develop a strategic and systematic whole-school approach to the provision of feedback, coaching and mentoring for all teaching staff.