

Beaudesert State High 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 **Beaudesert State High School** from **19 to 22 July 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

Shona McKinlay	Internal reviewer, EIB (chair)
Elena Itsikson	Peer reviewer
Brendan Barlow	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Brisbane Street, Beaudesert	
Education region:	South East Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1360	
Indigenous enrolment percentage:	12 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	945	
Year principal appointed:	Term 2 2021 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, deputy principal–inclusion, 12 Heads of Department (HOD), Behaviour Advisory Teacher (BAT), Pedagogy Advisory Teacher (PAT), two guidance officers, Business Manager (BM), human resources administration officer, Student Attendance Officer (SAO), enrolments officer, two Information Technology staff, canteen convenor, facilities manager, nine cleaners, Industry Liaison Officer (ILO), four administration officers, Youth Support Coordinator (YSC), seven teacher aides, Community Education Counsellor (CEC), librarian, 52 teachers, 113 students, 29 parents and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Indigenous Elder.

Partner schools and other educational providers:

- Principal of Jimboomba State School, principal of Beaudesert State School and Link and Launch Manager.

Government and departmental representatives:

- Councillor Division 4 Scenic Rim Regional Council, Councillor Division 3 Scenic Rim Regional Council, Councillor Division 2 Scenic Rim Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School newsletters, Facebook and website
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool data	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
Teacher Planner 2021	ICP Snapshots
School Opinion Survey 2019	Professional Learning Plan 2021
Collegial Engagement Framework	Student Code of Conduct 2021 – 2023
Headline Indicators (October 2020 release)	Student Diary



2. Executive summary

2.1 Key findings

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.

The significant curriculum work undertaken by teachers delivers the school's Annual Implementation Plan (AIP) priority to ensure a systematic curriculum delivery across Years 7 to 12. The school is in the process of establishing a consistent approach to curriculum planning to ensure teaching and learning is aligned to the Australian Curriculum (AC), Queensland Curriculum and Assessment Authority (QCAA) senior syllabuses, and/or Vocational Education and Training (VET) certificates. The school's collaborative and supported planning culture ensures the curriculum meets all systemic requirements, whilst at the same time being adapted to meet the learning needs of students and of the local school context. Faculties have begun the process to ensure that all unit plans systematically and consistently describe subject scope and sequences, selected content descriptions, achievement standards, school-developed marking guides appropriate to the assessment task, learning goals and success criteria; all of which are systematically aligned to the AC.

The school has implemented a well-established and supported Positive Behaviour for Learning (PBL) program focused on building positive relationships.

The establishment of the PBL focus in the school was thoughtful, strategic and collaborative, involving all staff and giving voice to student needs. The PBL program encompasses classroom organisation, positive reinforcement, active engagement and explicit teaching of social skills. Recently the school has implemented a Get Connected classes program to facilitate the consistent implementation of PBL strategies across the school. The Get Connected program facilitates a wide range of pastoral care and wellbeing activities. The three values of *'Respectful, Responsible and Ready'* are drawn directly from the PBL framework and are well known, and implemented with fidelity across the school. Staff indicate that there has been an improvement in student behaviour and they link this to the implementation of the PBL process.

School leaders are united in their commitment to school improvement strategies.

Executive leaders recognise the importance of a united and consistent message to underpin the improvement agenda. Staff express appreciation for school leaders and the work that they undertake to support them. Leadership stability is identified as a priority for the school. Some school leaders and staff articulate a desire for clarity regarding the roles and responsibilities of the leadership team to streamline the alignment of key responsibilities, develop clarity in line management responsibilities, and improve communication pathways. Decision making and communication are identified as areas that require a united, timely and considered approach. School leaders identify executive leadership meetings as the first step for consultative decision making.



Line management processes are recently introduced and Heads of Department (HOD) describe a range of practices and structures being used.

The 2018-2021 Strategic Plan outlines the school vision and values with three priority areas of high impact teaching and learning, quality curriculum, and professional growth. The 2021 school AIP aligns to these strategic priorities and generates actions to achieve the associated goals. HODs create faculty plans to deliver the priorities within their scope. Monitoring of these plans is yet to be included in the line management processes. HODs describe varying approaches to line management meetings. Some school leaders describe the need for a formal, structured and consistent line management process to be developed. The school aims to facilitate line of sight and consistent implementation of school priorities from executive leaders to faculty processes and teacher implementation.

The 2018-2021 school strategic plan outlines goals in many aspects of school improvement.

The school vision of *'Achieving your personal best'* is outlined in strategic planning documents. Student and staff knowledge of school values is strong and is incorporated into classroom practices and expectations. School leaders recognise that the strategic plan targets are four years old and that there is a need for current targets to be developed, documented and communicated to staff. Some staff identify an aspiration of using the school vision and relevant targets to strive for high expectations. Some leaders reflect upon the general nature of the Level of Achievement (LOA) targets and their effectiveness in driving subject area-specific student achievement improvement. Many leaders articulate the need for targets to be known, regularly communicated and monitored as an avenue to gauge progress and generate high expectations and aspirations in students and staff. Leaders reflect on the belief of teachers that all students can achieve positive outcomes, and the need to generate this belief across the school through the school vision and use of targets.

The school has been working on the rejuvenation and the implementation of PBL that brings together the whole school community to contribute to developing a positive, safe and supportive learning culture.

PBL data indicates sustained improvement in social, emotional, behavioural and academic outcomes for students. Many teachers know and enact the non-negotiables for classroom behaviour. The school has a PBL committee consisting of a range of school staff. The aim of the committee is to support the school to become a self-sustaining and demonstration school. The Student Code of Conduct was endorsed by the community this year and refers to a whole-school approach to discipline, underpinned by a range of expectations. School leaders and staff reflect upon the need to more closely align the elements of PBL to the Student Code of Conduct, and develop clarity and consistency in the implementation of behaviour management practices across all classrooms. Some staff comment on the need to streamline the messages and expectations to ensure understanding and consistency of practice.



School leaders and staff members recognise that highly effective teaching is the key to improving student learning throughout the school.

School leaders are committed to collaboratively developing the school's pedagogical approach to ensure all teachers have a clear understanding of agreed high-yield, evidence-based strategies for consistent implementation in all classrooms. Teachers express the need for a commonly understood school-wide pedagogical approach to support their teaching. Some teachers describe drawing on a range of pedagogical approaches and differentiated and scaffolded strategies in their day-to-day teaching. School leaders reflect upon the need for a common pedagogical approach that draws upon the strengths already apparent within the school. Students and parents acknowledge the 'great work' of teachers and their commitment to the school.

School facilities and signature programs meet the needs of the curriculum and students.

The school has established programs that are highly valued by the school and community. A range of staff articulates a desire to develop and market signature programs that promote the school and to provide high expectation pathways for students. The existing Trade Training Centre (TTC) supports the Formula Student Program and automotive program that delivers a certificate course. Students enrolled in this subject speak highly of the course in preparing them for future employment pathways. The agriculture facility supports a thriving department within the school. Resources reflect real-world experiences and are well planned and maintained. Staff deliver two certificate courses in the specialised workshops with classrooms facilitating theory lessons. Produce from the farm is used in the canteen and hospitality faculty. The school is exploring the development for future signature programs and partnerships to enhance learning opportunities and pathways for students.

High levels of professional trust, care and kindness are apparent amongst staff members.

The leadership team recognises the importance of building an expert teaching team as a prerequisite for delivering high quality learning outcomes. Many teachers are experts in their field with high levels of content knowledge and skills. Collegial sharing is common practice across the school, and the recent introduction of the Pedagogy Advisory Teacher (PAT) and Behaviour Advisory Teacher (BAT) provides further support to this sharing and collaboration. Many staff comment on and appreciate work shadowing opportunities as an effective way to develop their capability and career aspirations. Many teachers indicate that they highly value the opportunity to learn from each other and to expand their skills in a range of areas including using data to identify the learning needs of students, developing learning experiences and preparing assessment instruments and moderation. School leaders participate in and lead professional learning activities, learning alongside teachers.



2.2 Key improvement strategies

Implement processes whereby school leaders work collaboratively to create agreed and inclusive decision-making and communication protocols that result in a united understanding, followed by timely communication.

Further develop and monitor a formal, structured and consistent line management process to drive the implementation of school priorities and achieve line of sight to classroom implementation.

Collaboratively develop whole of school and differentiated faculty targets; strengthen staff knowledge of, and high expectations in, monitoring and achieving targets.

Collaboratively review, develop clarity, and monitor behaviour management processes and practices, aligned to the PBL expectations and streamlined messaging.

Utilising already established strategic collaboration processes co-develop and implement an evidence-based, whole-school pedagogical approach.