

Belgian Gardens 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 **Belgian Gardens State School** from **18 to 20 June 2018**.

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

Garry Lacey	Internal reviewer, SIU (review chair)
Monica Halbert	Peer reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Potts Street, Belgian Gardens
Education region:	North Queensland Region
Year opened:	1887
Year levels:	Prep to Year 6
Enrolment:	590
Indigenous enrolment percentage:	5.76 per cent
Students with disability enrolment percentage:	3.05 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1066
Year principal appointed:	2017
Full-time equivalent staff:	43 (full-time and fractional equivalent)
Significant partner schools:	Townsville Central State School, Garbutt State School, Townsville Grammar School
Significant community partnerships:	Great Barrier Reef Marine Park Authority (GBRMPA), Reef HQ, Camp Australia, Playgroup Queensland, Police-Citizens Youth Club (PCYC), Adopt-a-Cop, Australian Institute of Marine Science (AIMS)
Significant school programs:	Young leaders program, BG Rangers, school clubs, Arts Extravaganza, Gully Ephemera visual arts



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, master teacher, Head of Special Education Services (HOSES), three Support Teachers Literacy and Numeracy (STLaN), 23 classroom teachers, specialist teachers in Health and Physical Education (HPE), music, Japanese language, digital technology, science, and health and wellbeing, seven teacher aides, Business Manager (BM), two administration officers, schools officer, tuckshop convenor, 18 parents, 89 students including student council and BG Rangers group, staff wellbeing team, Positive Behaviour for Learning (PBL) team and Reading Recovery team.

Community and business groups:

- Playgroup Queensland representative, AIMS representative, Reef HQ community representative and Parents and Citizens' Association (P&C) treasurer.

Partner schools and other educational providers:

- Principal local high school and local kindergarten coordinator.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 1, 2018)
Headline Indicators (Term 1, 2018)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2018	SharePoint team site
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
Responsible Behaviour Plan	Capacity building overview
School based curriculum, assessment and reporting framework	Explicit Improvement Agenda cycles of inquiry and actionable playbooks



2. Executive summary

2.1 Key findings

Parents and community members hold the school in high regard.

Teachers are respected by students and parents as caring professionals who are receptive to communicating regarding student learning and issues affecting that learning. Teachers, teacher aides and school leaders have a strong sense of purpose nurtured in a positive and proactive environment. Parents, students and teachers describe the relationships between members of the school community as caring and respectful.

The school utilises Positive Behaviour for Learning (PBL) as a framework for achieving its aspiration of high level student behaviour.

Students at the school are expected to conduct themselves in a manner that reflects the four school rules of *'Be Respectful, Give Your Best, Show Responsibility and Stay Safe'*. These expectations are communicated to students in a range of ways. School staff members effectively implement proactive and preventative processes to support positive behaviours throughout the regular school day for all students.

Students at the school are offered a broad range of co-curricular learning experiences.

The Arts is promoted through opportunities to perform in choral, instrumental music and strings groups. Community representatives are engaged to provide students with visual arts and dance learning experiences that culminate in community celebrations including Gully Ephemera art festival and the end of year Arts Extravaganza. Extension learning experiences are offered to students through lunchtime and after-school clubs and academic competitions. Students express appreciation for the time teachers take to provide them with these learning experiences to develop their skills in areas of passion or interest. Parents speak highly of these opportunities for engagement in co-curricular learning.

The school team is committed to improving learning outcomes for all students.

The focus areas for improvement in 2018 include improving the learning of students in reading and writing, and developing assessment literate learners. There is commitment from most members of the teaching team to implementing the Explicit Improvement Agenda (EIA) in classrooms. Many teachers indicate they would value further time and support to embed expected practices into their teaching repertoire. The leadership team acknowledges that closer monitoring of practices aligned to the EIA is required to better understand issues relating to effective implementation, enable appropriate levels of support for identified teachers and promote a stronger consistency of practice across the school.

School leaders view reliable school data as essential to the effective leadership of the school and integral to whole-school and individual student improvement.

A school data collection overview details the range of diagnostic, formative and summative assessments to be utilised at the school to monitor school-wide achievement aligned to the priority areas for improvement. Teachers and school leaders collect a range of student



achievement data. Regular use of this data to identify starting points for improvement in student outcomes is yet to occur. The leadership team acknowledges the need to provide time for teams of teachers and school leaders to interrogate systemic and school-based achievement data to promote conversations regarding further improvements sought in student outcomes.

School leaders are committed to leading the development of curriculum, teaching and learning at the school.

Staff acknowledge and appreciate leadership team members who identify themselves as learners and are actively involved in the Professional Development (PD) activities of the school. Leaders identify a strong desire to continually develop their skills as instructional leaders within the school through a range of professional learning opportunities.

School leaders and members of the teaching team express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).

School leaders work alongside teachers from each year level in the development of curriculum units in English. Teaching staff members begin the planning process by considering the assessment task, modelled response and Guide to Making Judgements (GTMJ) from Curriculum into the Classroom (C2C). Conversations with many teachers and school leaders identify a desire to move away from strict adherence to implementation of C2C units and associated assessment tasks. Some staff members indicate that several programs in operation, including the Reef BG program and environmental education, would provide a suitable stimulus for the development of locally contextualised units.

School leaders express the importance of engendering a positive and inclusive culture that caters for the needs of all students.

School leaders and staff members express the belief that all students are capable of learning successfully when motivated and given the appropriate support. Some teachers identify a challenge in appropriately differentiating for the range of student abilities in their class, particularly high achieving students. The leadership team acknowledges differentiation is an ongoing school priority and needs to be a feature of every teacher's planning and practice in order to cater for a diverse range of learners, including high achieving students.

The school is recognised in the community for promoting environmental programs.

These programs are recognised locally, nationally and internationally. Community partner organisations are actively involved in planning and providing resources to ensure the success of the Reef BG program. Three major organisations, Reef HQ, Australian Institute of Marine Science (AIMS) and Great Barrier Reef Marine Park Authority (GBRMPA), support this program. Members of these organisations provide expertise and donate time to build and maintain school facilities and educate students and parents.



The development of assessment literate learners is being enhanced through the implementation of learning walls.

These learning walls feature elements of the curriculum unit in English with teachers displaying the GTMJ, assessment exemplars and the assessment task. Many students access the information on the learning wall to guide their learning. Teachers in some classrooms are utilising collective monitoring circles as a focus for feedback to students. This process identifies how well students are achieving in the learning process and what they need to do to move to the next level of learning.



2.2 Key improvement strategies

Provide further time and support for teachers to embed collaboratively agreed approaches relating to the EIA and monitor implementation to ensure consistency of practice is promoted across the school.

Provide time for teams of teachers and school leaders to interrogate systemic and school-based achievement data to promote conversations regarding further improvements sought in student outcomes.

Create opportunities for school and teacher leaders to further develop their capability as instructional leaders in the school.

Develop and adapt curriculum units aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Further support classroom teachers in planning and implementing differentiated learning experiences for all students, particularly high achieving students to ensure they are appropriately engaged, challenged and extended in their classroom learning.