



School Improvement Unit Report

Belmont State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Belmont State School from 22 to 24 July 2015. 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:	1275 Old Cleveland Road, Carindale
Education region:	Metropolitan
The school opened in:	1876
Year levels:	Prep to Year 6
Current school enrolment:	902
Indigenous enrolments:	1.2 per cent
Students with disability enrolments:	3.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1101
Year principal appointed:	2015 (acting)
Number of teachers:	58 teachers
Nearby schools:	Carina State School, Whites Hill State College, Saint Martin's Catholic Primary School, Citipointe Christian College, Camp Hill State Infants and Primary School, Mayfield State School, Gumdale State School
Significant community partnerships:	Helping Hands (Outside School Hours Care), Carindale Cougars Australian Football Club, Laffs Tennis Centre, Salvation Army, GKR Karate, Brisbane Martial Arts, Belmont Saints Basketball, Hoopstars, Southern District Basketball, Galaxy Soccer, Ginger Sports
Unique school programs:	Year 2 Strings program, after school art program (Renaissance Kids), after school science club



	(Science Education Australia).
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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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, two Deputy Principals and Head of Curriculum (HOC)
 - Master teacher, Head of Advancement, Support Teacher Literacy and Numeracy (STLaN), two pedagogical coaches
 - Business Services Manager (BSM) and four administration staff
 - Guidance Officer and additional support teacher
 - 46 teachers, including specialist teachers
 - 15 teacher assistants
 - Schools officer, school cleaner and two tuckshop convenors
 - 17 parents, including the School Council chair and Parents and Citizens’ Association president
 - State Member of Parliament for Chatsworth, Mr Steven Minnikin
 - 42 students, including school leaders
 - Principals of two local schools
 - Two community partners

1.4 Review team

Gary Austen	Internal reviewer, SIU (review chair)
Jay Mills	Peer reviewer
Bernadette Hanna	External reviewer



2. Executive summary

2.1 Key findings

- The school has a clearly defined improvement agenda with a sharp and narrow focus on improved teaching and learning in reading.

School leaders identify a desire to improve student achievement in reading. The analysis of data has informed the alignment of key improvement strategies and resources to drive school reform.

- School leaders and staff prioritise the development of teaching effectiveness and the strategic implementation of cycles of coaching and feedback, which align with the school's improvement agenda.

Significant resources are deployed to support the development of teacher expertise, particularly in the teaching of reading. Teachers are open to critique and value the coaching model being enacted. School leaders and staff share expertise informally and formally across the school.

The school has established formal professional learning teams within year levels, which meet regularly, often involving members of the leadership team, to discuss curriculum, assessment, moderation and general collegial conversations. These are highly valued across the school.

- Belmont State School is held in high esteem by students, staff, parents and the broader community.

The school enjoys strong support and commitment by the people and communities it serves. Strong enrolment demand, a positive learning culture and high expectations for behaviour, learning and attendance define the school.

- School leaders recognise that opportunities exist to further extend student achievement beyond current performance patterns.

Student achievement is high and broadly comparable to similar Queensland state schools. Leaders identify a challenge to extend achievement to higher levels of performance. Potential exists to embed a more strategic approach to the development of intellectual rigor and the teaching of higher order thinking across the curriculum.

- The school council, leaders and teachers identify a need to build and engage strategic partnerships and alliances with a broad range of partners to maximise school and student performance.

The school enjoys effective relationships with a range of groups and agencies. The School Council and leaders express a desire to strategically partner with schools, pre-Prep providers, universities and businesses to build school capacity in achieving its potential.



- The school uses its human, physical and financial resources creatively and flexibly to develop teacher capability and meet the learning and wellbeing needs of students.

School resource deployment aligns with the improvement agenda. Scope exists for additional targeting and monitoring of resources to ensure student learning gains are tracked and programs evaluated. Students, staff and parents articulate a desire for improved resourcing and use of digital pedagogies across the school.



2.2 Key improvement strategies

- Continue to investigate opportunities to strategically engage with key partners beyond the school. Develop alliances and partnerships with other educational institutions, businesses, agencies and networks to build school and broader community capacity, particularly in programs that align with the school's improvement agenda.
- Continue the development of professional learning communities (PLCs) across year level teams. Use PLCs as a vehicle for embedding a deep level of teacher conversation about achievement trends for individual, groups and cohorts of students in a targeted way. Develop teacher capability in using student learning data to inform pedagogical practice.
- Develop whole-school capacity to embed the teaching of higher order thinking across the curriculum. Promote a culture of innovation and inquiry in classrooms for all students.
- Build the capacity of teachers to use digital pedagogies to engage and extend all learners. Provide opportunities for staff to develop the capacity to differentiate learning using Information and communications technology. Continue to partner with the School Council and Parents and Citizens' Association to support the provision of the platform to undertake this reform.
- Further develop local accountability measures to ensure that the school is achieving effective return on investment in the way in which it targets key resources. Use a range of data sources and monitoring tools to regularly evaluate the effectiveness of prime school improvement strategies and programs. Communicate the progress and outcomes with the school community.