

Belmont 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 School Improvement Unit (SIU) at **Belmont State School** from **3 to 5 June 2019**.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Julie Raitelli	Peer reviewer
Chris McMillan	Peer reviewer
David Hinton	External reviewer



1.2 School context

Location:	Old Cleveland Road, Carindale
Education region:	Metropolitan Region
Year opened:	1876
Year levels:	Prep to Year 6
Enrolment:	931
Indigenous enrolment percentage:	1 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1119
Year principal appointed:	2015
Day 8 staffing teacher full-time equivalent (FTE):	57.8
Significant partner schools:	Carina State School, Whites Hill State College
Significant community partnerships:	Carindale Cougars Junior Australian Football League (AFL) Club, Chandler Tennis Centre, Eastern Alliance local schools' cluster, Gymnastics Queensland, Helping Hands Outside School Hours Care (OSHC), Queensland Academies Partnerships Schools, Ready Reading, The Salvation Army, St Gabriel's Anglican Church, Southern Districts Basketball Association
Significant school programs:	Belmont Stars Positive Behaviour for Learning (PBL), digital technologies, Science, Technology, Engineering, Arts and Mathematics (STEAM), Mini-Mozarts – Year 2 user pays Strings, MultiLit – Intervention/learning support, Second Step – social-emotional learning, STaR (Students Thinking and Reflecting on) Reading – Prep to Year 3



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSSES), Head of Student Services (HOSS), guidance officer, three coaches, coordinator STaR reading program, 35 classroom teachers, teacher librarian, Japanese language teacher, three Special Education Program (SEP) teachers, two physical education teachers, health education teacher, Business Manager (BM), 10 teacher assistants, three administration officers, 36 parents and 93 students.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president and president local sporting club.

Partner schools and other educational providers:

- Two coordinators Early Childhood Education Centres (ECEC), local high school principal and principal local cluster school.

Government and departmental representatives:

- State Member for Chatsworth and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda snapshot 2019
Investing for Success 2019	Strategic Plan 2016-2019
School Data Profile (Semester 1, 2019)	Headline Indicators (April 2019 release)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School Opinion Survey	School reading EIA reflection
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

A strong professional culture is established with staff members reporting high levels of support and collegiality from colleagues and within year level teams.

The school has established structures to promote this culture, including fortnightly Professional Learning Community (PLC) meetings, resource sharing and curriculum development. There is a shared commitment to the improvement of teaching and openness to the support offered by colleagues. Teachers regularly welcome leaders into their classrooms. High levels of morale are apparent across the school with staff members reporting they appreciate the ongoing support of the principal and other school leaders.

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

This vision is expressed and enacted through the school's motto '*Strive to excel*'. The motto reflects the high expectations the school holds for the learning of students and the work of staff. Significant improvements in student learning have been achieved in reading through a focus on consistency, ownership and feedback. Teachers clearly articulate utilising the Gradual Release of Responsibility (GRR) model, engaging students in the STaR (Students Thinking and Reflecting on) Reading, undertaking coaching and mentoring, and using data to identify next steps in learning as key strategies leading to the lift achieved in student learning.

A high priority is given to building and maintaining positive relationships between staff, students and parents.

Staff members demonstrate an understanding of the importance of building caring relationships with their students to support successful learning, and work to build mutually respectful relationships across the school community. The tone of the school is calm, positive and friendly. Parents identify a strong commitment by staff members to support student wellbeing.

The leadership team and teaching staff members express a growing commitment to implementing curriculum units aligned to the Australian Curriculum (AC).

Collaborative planning processes in English have established strong reference to delivering the AC. Some teachers describe their level of reference to, and understanding of, the achievement standards and content descriptions of the AC in learning areas outside of English as currently less strong. School leaders acknowledge the need to expand the process used for planning curriculum units in English, to collaboratively develop and adapt curriculum units in other learning areas, ensuring effective delivery of the AC across the years of schooling.



School leaders view reliable data regarding student outcomes as crucial to improved student learning.

Individual data conversations occur each semester between teachers and school leaders to identify 'target' students for specific case management and to develop a plan for implementation and later review. School leaders express the belief that further work reflecting professionally on student data will develop greater precision in teaching at the school. Opportunities for teams of teachers to regularly meet with school leaders to discuss student learning data is yet to be timetabled into the work of PLCs. The leadership team is committed to providing time to collaboratively interrogate school-based achievement data enabling deeper discussions, generating strategies for continuous improvement and monitoring progress over time.

Systemic and school-based achievement data sets indicate a large number of students are capable learners.

Some teachers utilise a range of resources and strategies to assist in this process within their classroom learning programs, with some students indicating that they would appreciate more challenge in their classroom learning. Most teachers articulate that supporting the learning of these students provides an ongoing challenge. Members of the leadership team express a commitment to further supporting teachers in developing their repertoire of practice in effectively differentiating for the range of student learners in their class including specific consideration for the learning of high achieving students.

The leadership team identifies the development of staff into an expert teaching team as central to improving outcomes for students.

A professional learning plan is established and details the range of capability development processes available to school staff members. This plan is complemented by a yearly professional learning overview that provides information for staff members on topics for staff meetings and PLCs. The leadership team is cognisant of the need to enhance the school's plan for capability development to include access to a differentiated range of professional learning opportunities for all school staff that has strong alignment to the school's priority areas and enactment of Annual Performance Development Plans (APDP).

The school has commenced the process of implementing the Waterfall model to enable students to be more metacognitive about their learning.

Some teachers are establishing learning walls that feature the assessment task, marking guide and criteria sheet, and are unpacking these with their students. This is emerging through the use of success criteria related to the writing assessment task with some teachers aware of the need to develop more descriptive feedback processes. The formation of learning goals aligned to this process is variable. The leadership team is committed to working with teachers to build capacity to engage students as assessment capable learners through the use of learning walls, assessment exemplars, goal setting and feedback processes.

**Collaborative curriculum planning is promoted across the school.**

Teachers are provided with release time for a day each term to meet with the Head of Curriculum (HOC) and other school leaders to plan curriculum units. The initial part of the curriculum planning process in English includes unpacking of the AC achievement standard and content descriptions that will be the focus for teaching and learning. In conjunction with the AC, teachers consider the assessment task and Guide to Making Judgements (GTMJ) taken from Curriculum into the Classroom (C2C) and engage in a calibration process to genuinely understand the standards required for student success. The unpacking of previously developed assessment exemplars assists this calibration process. Classroom teacher and school leader knowledge and understanding of the AC are being enhanced through the collaborative curriculum planning process.

Co-curricular learning programs are well-regarded features of the school and valued by parents, students and community members.

The Arts is celebrated through the school's comprehensive music program with presentations each term to appreciative audiences through the Prom performances. An annual 'Artrageous' event celebrates the visual arts. School sport is promoted through intra- and interschool sporting activities. Academic learning opportunities are offered through mathematics and Science, Technology, Engineering and Mathematics (STEM) challenge days, chess club, Queensland Virtual STEM Academy (QVSA), science club, Japanese club and robotics and coding. Students and parents appreciate the time school staff members dedicate in offering these co-curricular learning opportunities.



2.2 Key improvement strategies

Utilise the process for developing curriculum units in English to collaboratively develop and adapt curriculum units in other learning areas that support effective delivery of the AC.

Provide time for teams of teachers and school leaders to interrogate school-based achievement data that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

Establish a differentiation planning process to assist teachers in developing their repertoire of practice to effectively differentiate for the diverse range of student learners, including consideration for high achieving students.

Enhance the school's plan for capability development to include access to a differentiated range of professional learning opportunities for all school staff that has strong alignment to the school's priority areas and APDPs.

Build the capacity of teachers to engage students as assessment capable learners through the use of 'bump it up' walls, goal setting and feedback processes aligned to the school's Waterfall model.