

Beenleigh Special School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Beenleigh Special School** from **13 August to 16 August 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, Kate Buckley 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

Tracey Chappell

Internal reviewer, SIU (Review chair)

Renae Somerville

Peer reviewer



1.2 School context

| | |
|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Location: | Mount Warren Boulevard, Mount Warren Park |
| Education Region: | South East Region |
| Year Opened: | 1983 |
| Year Levels: | Prep to Year 12 |
| Enrolment: | 170 |
| Indigenous enrolment percentage: | 12 per cent |
| Students with disability enrolment percentage: | 100.0 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | n/a |
| Year principal appointed: | 2015 |
| Day 8 teacher full-time equivalent numbers: | 36.5 |
| Significant partner schools: | Mount Warren Park State School, Beenleigh State High School |
| Significant Community Partnerships: | Lions Club of Logan Village, Lions Club of Helensvale, Life Stream Australia, Beenleigh Police-Citizens Youth Club (PCYC), MyTime, Work Experience Providers: Substation, Café Edge, Luv A Coffee, Mt Warren Indoor Sport Centre, Ultra Tune, Pizza Capers |
| Significant School Programs: | Certificate I in Hospitality – Beenleigh State High School, Interschool sport, Music program, Talk Time, Multisensory room |

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Curriculum (HOC), Business Manager (BM), 24 teachers, 27 teacher aides, education program officer, three administration staff, schools officer, Information and Communication Technology (ICT) coordinator, Speech Language Pathologist (SLP), two occupational therapists, physiotherapist, guidance officer, school nurse, cleaner, 26 parents and 22 students.

Community and business groups:

- PCYC coordinator, Lions Club reading volunteers, Life Stream Australia coordinator and sports officer, My Time coordinator, professional services hub supervisor, Pizza Capers owner and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Consultant SLP, hospitality chef Beenleigh State High School and Early Childhood Development Program (ECDP) teacher-in-charge.

Government and departmental representatives:

- State Member for Macalister and ARD.

1.4 Supporting documentary evidence

| | |
|------------------------------------------|-------------------------------------------------------------|
| Annual Implementation Plan (AIP) 2019 | School Opinion Survey (SOS) |
| Investing for Success 2019 | Strategic Plan 2016–2019 |
| Headline Indicators (April 2019 release) | School Data Profile (Semester I, 2019) |
| OneSchool | School budget overview |
| Professional learning plan 2019 | Curriculum planning documents |
| School improvement targets | School differentiation plan or flowchart |
| School pedagogical framework | Professional Development Plans |
| School data plan | School newsletters and website |
| Responsible Behaviour Plan for Students | School-based curriculum, assessment and reporting framework |



2. Executive summary

2.1 Key findings

The school has generated a welcoming and caring environment for all students, staff and parents.

School leaders are driving the school's expectation that all students can learn and achieve. There is a shared commitment to establishing and maintaining mutually respectful relationships across the school community. The school views parents and families as integral members of the school's learning community. Parents articulate they feel valued by the school staff and respect the work of staff members. Students identify all staff are caring, kind and fair.

The State Member for Macalister identifies the school as a contributor to the Beenleigh community as a whole.

They articulate the school is instrumental in promoting the positive aspects of being a member of this community. Parents express strong support for the leadership of the school and appreciate the work staff undertake for students. The school has an active Parents and Citizens' Association (P&C). The association conducts a range of fundraising activities to address identified priorities.

There is a shared understanding of the focus on enhancing staff knowledge and skills in the use of Augmentative and Alternative Communication (AAC) in order to provide every student a voice.

Evidence of its use is widespread throughout the school with staff utilising communication systems in all learning and play environments. School leaders ensure activities that promote engagement with AAC include an element of fun. This includes producing 'carpool karaoke' and AAC storybooks that have been shared many times on Facebook.

School leaders have worked hard to attract key staff to the school and to induct them into the school culture.

This includes building their capability to engage in effective teaching and learning. Significant growth in student numbers of 110 per cent in four years has impacted on school facilities, resources, staff recruitment and capability development. Continual growth has impacted on the leader roles and responsibilities. School leaders recognise the need to review leader and staff roles and responsibilities within a systems leadership paradigm to better align current and future initiatives and Explicit Improvement Agenda (EIA).

The implementation of Positive Behaviour for Learning (PBL) is supported across all learning areas with the display of appropriate posters and other artefacts.

Many classrooms utilise a rewards and consequence system such as stars, coins or smiley faces. Additional staff have been allocated to playground areas that have been identified as locations of frequent behavioural incidents. There is yet to be developed a consistent



understanding of effective and systematic implementation of PBL including strategies to promote appropriate behaviour, support mechanisms and consequences.

Leaders communicate clearly that attendance at school is essential for learning and engagement.

They are tracking attendance data to identify students who are at risk of disengaging and facing disadvantage due to high levels of absence. They have developed a target for overall attendance and are investigating options for individual targets and support. A system for utilising the data to develop strategies to support families and students is yet to be developed.

Senior Education and Training Plans (SET) are developed and the Planning Alternative Tomorrows with Hope (PATH) process is undertaken when students are in Year 10.

The senior school program is currently being reviewed and further options explored in preparation for significant growth in this area of the school. This includes identifying potential community partnerships on the basis of their capacity to contribute to student achievement and wellbeing.

Staff are familiar with and work within the school's curriculum expectations.

Teachers identify the range of support they receive in order to engage with the school's expectations. They highly value the systems that are established to support their development and understandings. Teachers articulate the overarching curriculum, assessment and reporting framework assists them to engage with the school curriculum and planning processes. They appreciate and value the work that has been undertaken to develop the document.

School leaders are committed to the development of staff into an expert team.

There is an expectation staff commit to continuous improvement of their own teaching as central to improving student learning and success. School leaders model professional learning, with staff reporting the school is a 'learning' school for students and staff. Staff appreciate the differentiated approach to school-based Professional Development (PD).



2.2 Key improvement strategies

Use a systems leadership paradigm to review the roles and responsibilities of all staff to better align and support current and future school initiatives.

Review the structures supporting the implementation of PBL to ensure consistency across the school.

Further develop and upskill staff in relation to PBL systems and process, data analysis and discussion to ensure consistent and effective practices are embedded across the school.

Develop and implement a whole-school strategy for effectively monitoring and managing students with high levels of absence.

Review the systems and operations for senior schooling including transition to post-school options, curriculum development, program delivery and sustainable resourcing.