

Bluewater State School

Executive Summary



School
Improvement
Unit





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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 **Bluewater State School** from **30 April** to **2 May 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

John Collins	Internal reviewer, SIU (review chair)
Michelle Hamlin	Peer reviewer
Robert Cole	External reviewer



1.2 School context

Location:	Buckby Street, Bluewater
Education region:	North Queensland Region
Year opened:	1957
Year levels:	Prep to Year 6
Enrolment:	430
Indigenous enrolment percentage:	11.2 per cent
Students with disability enrolment percentage:	4.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982
Year principal appointed:	2018 (acting)
Full-time equivalent staff:	27.2 teaching staff
Significant partner schools:	Professional Learning Community (PLC) Black – Hermit Park State School, Currajong State School, Railway Estate State School, Belgian Gardens State School, Magnetic Island State School
Significant community partnerships:	Crèche and Kindergarten (C&K) Bluewater Community Kindergarten
Significant school programs:	Creekwatch program, Sight Word Super Hero



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC)/master teacher, three Support Teachers Literacy and Numeracy (STLaN), inclusion teacher, 20 teachers, cluster Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), two administration officers, 13 teacher aides, school chaplain, cleaner, grounds officer, Parents and Citizens' Association (P&C) executive member, tuckshop convenor, 27 parents and 58 students.

Community and business groups:

- Police-Citizens Youth Club (PCYC) - school age care service Director.

Partner schools and other educational providers:

- Principal of Northern Beaches State High School and C&K Bluewater Community Kindergarten Director.

Government and departmental representatives:

- Councillor Division 1 Townsville City Council, ARD and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (April 2018 release)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan (revised 2016)
School Data Profile (November 2017 release)	School based curriculum, assessment and reporting framework
Professional learning plan (Term 1 and 2, 2018)	School Opinion Survey



2. Executive summary

2.1 Key findings

School leaders and teaching staff articulate a shared belief that all students can learn successfully.

Explicit school-wide targets for improvement including timelines are established and communicated to parents, teachers and students. Whole-school implementation of the school's reading and writing frameworks is underpinned by staff professional learning, the Gradual Release of Responsibility (GRR) model and the provision of appropriate resources. The school's professional learning focus for 2018 is '*driving improvement through collaborative inquiry*'.

School leaders and staff members establish and maintain positive and caring relationships with students and families.

Parents and students acknowledge the positive interactions with staff members and recognise the importance of home and school partnerships. Respectful and caring relationships are reflected in the manner in which staff members, students and parents interact and in the polite language used.

The leadership team has identified the research-based learning required to enhance the pedagogical framework.

The team is utilising effective practices based in research to align with school priorities and current teaching practices to revise the existing pedagogical framework. School leaders acknowledge that school-wide expectations, feedback and Quality Assurance (QA) processes will benefit from the establishment of an agreed pedagogical framework.

Teaching staff members are building their capability to effectively use data to inform their teaching practice and goal setting for class groups and individual students.

School leaders systematically use a range of data to track the progress of student cohorts against regional and school targets. At a whole-school level, data relating to student attendance, student behaviour, stakeholder opinions and early childhood development is collected. In all year levels a range of literacy data is collected with particular emphasis placed on collecting and analysing reading and writing data.

School leaders and staff members express a commitment to successful learning across the school for every student.

School leaders explicitly encourage classroom teachers to tailor their teaching to student needs and readiness. A consistent, school-wide approach to planning, recording and monitoring differentiated learning across the school is yet to be developed.



The leadership team recognises that highly effective teaching is the key to improving student learning outcomes.

The principal acknowledges the need to align ongoing teacher observation and feedback to the agreed expectations in the revised pedagogical framework. School leaders have commenced a walkthrough strategy to observe and provide feedback to teachers. The principal identifies the intent to strengthen the instructional leadership role of all school leaders.

A coherent whole-school curriculum plan is developed.

Teaching staff are clear regarding what and when they should teach. A planning cycle of inquiry is utilised to drive planning processes. The school leadership team has prioritised reading and writing as the current curriculum focuses for the school. Concise reading and writing frameworks are developed and are driving the improvement agenda in classrooms.

The school enhances student learning and wellbeing by building strong partnerships with parents, families, local businesses and community organisations.

The school has developed a Parent and Community Engagement (PaCE) framework to strengthen communication and partnerships with parents, external agencies and the wider community. This framework includes information regarding communication, learning partnerships, community collaboration, decision making and participation.



2.2 Key improvement strategies

Revise and embed an agreed pedagogical framework that reflects the signature practices providing links to evidence-based examples of best practice.

Continue to build the capability of teaching staff to effectively utilise data to inform their teaching practice and goal setting for class groups and individual students.

Develop and embed a consistent approach to planning, recording and monitoring differentiated learning across the school.

Develop and implement agreed school-wide protocols and procedures for the targeted observation of teaching and provide feedback on agreed practices aligned to the revised pedagogical framework.