School Improvement Unit
Report

Beenleigh Special School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Beenleigh Special School from 27 to 29 May 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: | 52-74 Mount Warren Boulevard, Mount Warren Park |
| Education region: | South East |
| The school opened in: | 1983 |
| Year levels: | Prep to Year 12 |
| Current school enrolment: | 87 |
| Indigenous enrolments: | 10 per cent |
| Students with disability enrolments: | 100 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | |
| Year principal appointed: | Term 2 2015 (acting) |
| Number of teachers: | 14 classroom teachers |
| Nearby schools: | Mount Warren Park State School, Logan City Special School, Loganlea State High School, Beerleigh State High School, Windaroo State School |
| Significant community partnerships: | Red Cross, Freedom Social Justice and Growth, Brigalow Music |
| Unique school programs: | |
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
- consultation with the school’s Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy Principal, Head of Special Education Services (HOSES)
  - Head of Curriculum (HOC) and acting HOC
  - 19 classroom and non-contact teachers,
  - 20 teacher aides
  - Master teacher, pedagogical coach, guidance officer, senior transition officer and education program officer
  - Mount Warren Park State School Early Childhood Development Program (ECDP)
  - Parents and Citizens’ (P&C) association president, treasurer and four parents
  - State Member, Red Cross representative, Freedom Social Justice Growth (FSG) representative and Brigalow Music president

1.4 Review team

Bert Barbe \hspace{1cm} Internal Reviewer, SIU (review chair)
David Manttan \hspace{1cm} External Reviewer
Trish Thiedeman \hspace{1cm} Peer Reviewer
2. Executive summary

2.1 Key findings

- **Staff are highly committed to their students and want to see them be successful.**

  Individual teachers and teacher aides identified a range of approaches that are currently utilised and could be enhanced to benefit the learning of students and their preparation for post-school life.

- **The school has a curriculum plan based on the Australian Curriculum General Capabilities.**

  The curriculum plan does not appear to be driving the teaching and learning in the school. Individual Curriculum Plans are in place for all students and with further development will strengthen student learning outcomes.

- **There is currently no established workforce plan to ensure the appropriate staff mix for the range of students.**

  The strengths of teaching staff are not always maximised for student benefit. The current mix of staff experience, special education qualifications and permanency impacts upon the opportunities which can be provided for students.

- **Currently there are no formal processes for developing staff capability.**

  School leaders are conducting developing performance conversations with all staff. Coaching has commenced for a small number of teachers. The acting principal is providing teachers with informal feedback on their teaching.

- **The current improvement agenda is broad and not clearly communicated or understood by all stakeholders.**

  There are many priorities identified in the 2015 Annual Implementation Plan. These are not owned by or actioned by staff in a consistent way across the school.

- **The Positive Behaviour for Learning (PB4L) processes are impacting positively on student behaviour throughout the school.**

  Staff members are consistently following the school’s PB4L processes. There is further learning for staff in managing student behaviour to enable positive learning engagement.
2.2 Key improvement strategies

- Re-develop the school’s curriculum assessment and reporting plan to inform teaching for the individual learning needs of all students.

- Define the key school-wide pedagogical approach and align this with teacher capability development within a formal culture of coaching and feedback.

- Develop a whole-school differentiation protocol that clarifies teacher expectations for documenting differentiated teaching strategies and the tracking of student data to inform teaching adjustments.

- Develop a workforce plan in consultation with regional human resources staff to ensure that the capabilities of teachers meet student learning needs.