

Bluewater 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 Education Improvement Branch (EIB) at **Bluewater State School** from **3 to 6 May 2022**.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Scott Medford	Internal reviewer, EIB (review chair)
Bradley Clark	Internal reviewer, EIB
Robert Cole	External reviewer



1.2 School context

Indigenous land name:	Bindal and Wulgurukaba people
Location:	Buckby Street, Bluewater
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	350
Indigenous enrolment percentage:	9.2 per cent
Students with disability percentage:	19.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954
Year principal appointed:	2019



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), 18 teachers, two administration officers, 10 teacher aides, guidance officer, chaplain, schools officers, two cleaners, four Parents & Citizens' Association (P&C) members, 21 parents and 90 students.

Community and business groups:

- North Townsville Community Hub (NOTCH) and Police-Citizens Youth Clubs (PCYC) – Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Childcare and Kindergarten (C&K), North Shore State School principal and Northern Beaches State High School principal.

Government and departmental representatives:

- Councillor for City of Townsville, State Member for Hinchinbrook, Principal Advisor – Teaching and Learning (PATaL) and ARD.



2. Executive summary

2.1 Key findings

Staff, students, parents and community members speak positively of the exceptional reputation the school has earned within the local community.

The school is broadly viewed as a safe and highly professional place where families feel welcome and where the principal ensures that teaching and learning is the top priority. Respectful and professional relationships are apparent across the entire school community. Teachers and teacher aides indicate high levels of appreciation for the ongoing support offered by school leaders. School staff are united in providing students and the community with a welcoming and inclusive school. Staff express a collective efficacy for student engagement and learning progression at school, with high expectations for students.

Staff and parents express a collective view that student behaviour is of a high standard.


Staff members advise that this is due to the consistent application of agreed Positive Behaviour for Learning (PBL) processes in recent years. The shared belief of being *'respectful, responsible and resilient'* is displayed prominently throughout the school, and many students are able to speak of these beliefs with confidence. Students respond well to positive incentives and acknowledgements such as gotchas. Staff discuss that PBL data is regularly examined as a whole staff to monitor student engagement and behaviour. Staff share a belief that this promotes whole-school ownership of managing student behaviour.

School leaders communicate that the use of data underpins decisions in their strategic planning processes.

The principal articulates a belief that reliable and timely data is critical to inform and monitor the school's improvement agenda. Teachers discuss a deep understanding of students and their learning needs, and express confidence in using formative data to inform differentiation strategies and interventions. The leadership team recognises that there is a need to clearly identify and communicate an explicit set of evidence-based success indicators of student learning, at set intervals, that align to school priorities.

School leaders outline a deliberate strategic focus on ensuring that data collected is reliable and quality assured through a comprehensive range of processes.

The school has developed a comprehensive data plan that staff refer to as 'Data Informed Practice'. The leadership team acknowledges that this was introduced at the start of the year and a deep shared appreciation of the intent of this document is developing. Teachers articulate to varying degrees an understanding of year level benchmarks and whole-school targets. Systematic, whole-school, and class disaggregation of data for students with diverse learning needs, including high achieving students, is yet to be developed. The leadership team acknowledges the importance of tracking student learning that is aligned to the Australian Curriculum (AC). The development of specific targets and data cycles using



students' Level of Achievement (LOA) data is yet to be apparent. Teachers discuss LOA data at the start of each term in the collaborative conversation meetings.

A statement of collegial engagement drives professional interactions at the school.

The leadership team leads a collaborative process with staff to develop a clear understanding of how staff will engage, with a supportive approach, to strengthen and develop teaching practice at the school. The leadership team consists of the principal and deputy principal. Both positions lead the school's curriculum and pedagogy. A set of roles and responsibilities is being reviewed as a result of a number of teacher leaders obtaining a promotion within the system. School leaders acknowledge that the personal success of these individuals is celebrated by the school and places new challenges in achieving a flow state in rolling out school priority areas. The leadership team acknowledge that there is an opportunity for the school to co-design a leadership development initiative to develop and establish a distributive teacher leader model within the school to support the Explicit Improvement Agenda (EIA).

The school's EIA is to deliver 'a responsive inclusive curriculum that provides differentiated, targeted and intensive responses for all students'.

Staff embody an inclusive mindset and communicate a culture of high levels of collective efficacy. Some teachers acknowledge that as a result of differentiated practices and a culture of knowing their students, there is a need to continue to refine the school's goal-setting practices. The leadership team acknowledges the belief that this will support students in developing and monitoring their own learning goals, and that setting ambitious targets to extend and drive student learning progression is yet to occur.

The school has developed a clear pedagogical framework that aligns with the shared beliefs that underpin the school's improvement agenda.

Teacher planning expectations promote consistency rather than a focus on conformity. To varying degrees, teachers are able to discuss the school's agreed pedagogical approach and the flexibility it provides them to choose appropriate teaching strategies from a range of provided resources. There is an expectation that teachers are able to justify their choice of teaching strategies within their units, and the appropriate data be used to evaluate these choices. School leaders and teachers acknowledge that this is a work in progress and further consolidation is planned.

The leadership team outlines a commitment to implementing quality curriculum and learning opportunities for all students.

Teachers identify a desire to implement learning experiences that are accessible, engaging and challenging for the diverse range of learners. The school has developed a comprehensive four-phase 'before, after, after, end' moderation process to ensure an aligned understanding of the curriculum intent and consistency of teacher judgement. Students express appreciation for the way teachers support them with learning and the way they make it fun and engaging. Parents and prominent community members discuss their participation in recent curriculum innovations such as The Amazing Race, construction of the



putt putt course, and Grandad's Garden, and share a belief that the school is exploring innovative and engaging learning opportunities for students.

Staff, parents, community members and students discuss a strong sense of community and pride in their school.

Members of the school community describe the school as welcoming, supportive and child-centred. Parents articulate feeling well-informed and share a sense of belonging and ownership of the school. Parents and community members outline a belief that the school is held in high regard in the local community and is a highly sought-after school.



2.2 Key improvement strategies

Clearly identify and communicate an explicit set of evidence-based success indicators of student learning, at set intervals, that align to school priorities.

Collaboratively develop whole-school, cohort and priority group LOA targets to collectively monitor the EIA.

Co-design a leadership development initiative to develop and establish a distributive teacher leader model within the school to support the school's EIA.

Refine the school's goal-setting practices to support students in developing and monitoring their own learning goals, and setting ambitious targets that extend and drive student learning progression.

Further consolidate the shared staff understanding of the school's agreed pedagogical approach.