



School Improvement Unit Report

Bay View State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Bay View State School from 25 to 27 July 2016. 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:	Ziegenfusz Road, Thornlands
Education region:	South East Region
The school opened in:	2010
Year levels:	Prep to Year 6
Current school enrolment:	695
Indigenous enrolments:	2.16 per cent
Students with disability enrolments:	5.76 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1040
Year principal appointed:	2009
Number of teachers:	44.7 (full-time equivalent)
Nearby schools:	Thornlands State School, Victoria Point State School
Significant community partnerships:	Cleveland District State High School, Cleveland Aquatic Centre, Coochiemudlo Island Surf Lifesaving Club, Redlands RSL
Significant school programs:	Mathematics framework, Reading program, Spelling program, Science program, Vocabulary program, Writing program, Arts program, ICT and Technology



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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), Upper Two Band (U2B) teacher and eLearning teacher
 - Business Services Manager (BSM), three administration officers and guidance officer
 - 28 teachers and 15 teacher aides
 - Chaplain and playgroup representative
 - Local High School representative
 - State Member and Local Member
 - Three Parents and Citizens' Association (P&C) representatives and two school committees
 - 80 students and 20 parents

1.4 Review team

Alison Welch	Internal reviewer SIU (review chair)
Laurie Shepherd	Peer reviewer, SIU
Frank Schoonderbeek	External reviewer



2. Executive summary

2.1 Key findings

- The school improvement team are committed to improved learning outcomes for all students in the school.

A united and positive staff, which pursues opportunities to enhance the education of all students, is established. There is a widely held belief, by staff members, that quality teaching is critical to further improvement in student achievement. School staff members articulate a desire to improve the quality of teaching and learning throughout the school.

- The school staff members are implementing an improvement agenda.

The school's improvement agenda focuses on improving numeracy and literacy outcomes for all students, and the use of data to inform teaching through the Art and Science of Teaching¹ (ASoT) pedagogical framework. All teaching staff members are able to articulate the school's improvement areas. The ASoT pedagogical framework is in the early phase of implementation across the school.

- The school places a high priority on data gathering, analysis and feedback to staff members.

Professional Development (PD) has targeted data interpretation and item analysis in line with the Explicit Improvement Agenda (EIA). The data team specialises in developing comprehensive data sets identifying broad areas of focus for cohorts of students.

- The school improvement team and data leaders encourage and support teachers to identify learning difficulties, monitor the progress of individuals, and support the design of tailored classroom activities to extend all students.

Teaching staff address diverse student learning needs through the implementation of whole-class, small group and individual strategies. Teachers are working toward ensuring that students are engaged, challenged and extended by classroom activities to meet their levels of readiness.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



- A formal program of coaching, modelling and feedback for all staff members to enhance consistent practice and teacher self-reflection is not yet currently embedded.

Teachers are progressively engaging with the ASoT pedagogical model and report varying degrees of implementation.

- A coherent, sequenced plan for curriculum delivery that promotes consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels is developed.

The plan has evolved from a reliance on Curriculum to the Classroom (C2C) and other external resources to a more clearly aligned focus on the Australian Curriculum (AC). This plan is shared with parents and families.

- The school has a high level profile within the community and a renowned reputation for professionalism and student achievement levels.

Federal, State and Local Government representatives acknowledge the strong reputation of the school within the community. Parents report that the school is a school of choice. Parents and community members express pride in the school. Many parents express high levels of satisfaction with the academic, cultural, sporting opportunities and extra-curricular activities offered at the school. The P&C support the strategic direction of the school. Fundraising activities focus on supporting classroom initiatives, long term projects including hall and hardcourts. Planning for the development of a transition into Prep program is underway.



2.2 Key improvement strategies

- Implement all elements of the ASoT model in all classrooms consistently.
- Develop a clear and consistent approach to the implementation of the pedagogical framework that supports the improvement agenda.
- Develop a formal, strategic and systematic whole-school approach to the provision of feedback, coaching and modelling for all teaching staff.
- Review the current School Improvement Agenda (SIA) and collaboratively develop clear, measurable targets and specific timelines.
- Develop opportunities for high achieving students to be extended within the classroom.
- Strengthen the existing partnerships with early childhood providers for the Prep transition program.