

Northern Beaches State High 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 **Northern Beaches State High School** from **19 to 21 April 2017**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

James Baker	Internal reviewer, SIU (review chair)
Paul Robertson	Peer reviewer
Julie-Ann McCullough	Peer Reviewer
Brad Francis	External reviewer



1.2 School context

Location:	Meranti Street, Deeragun
Education region:	North Queensland Region
The school opened in:	1997
Year levels:	Year 7 to Year 12
Current school enrolment:	814
Indigenous enrolments:	13 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	936
Year principal appointed:	2011
Full-time equivalent staff:	65.06
Nearby schools:	Bohlevale State School, Bluewater State School, Rollingstone State School, St Anthony Catholic College , St Clare's Catholic School, Townsville Grammar School - North Shore Campus
Significant community partnerships:	Binnacle Training, Technical and Further Education (TAFE) North Queensland, James Cook University, Queensland Breathing Systems (QBS), Good Foundland Bay
Unique school programs:	Photography Excellence Program, Information Technology Program of Excellence (ITEx), Academic Excellence Mentoring Program (iXL), Certificate III Aquaculture, Aquatic Practices



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 38 teachers including Heads of Department (HOD), two schools officers, eight cleaners, 10 teacher aides, two scientific operations officers, Community Education Counsellor (CEC), youth support coordinator and guidance officer.

Community and business groups:

- Past president of the Parents and Citizens' Association (P&C), chaplain, tuckshop convenor, tuckshop assistant, defence transition mentor and parents.

Partner schools and other educational providers:

- Principals of Bohlevale State School, Hermit Park State School, Rollingsstone State School and Bluewater State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Our Priorities at NBSHS
Investing for Success 2017	Strategic Plan 2014 - 2017
Headline Indicators (2016 Interim)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan	Curriculum planning documents
Staff Handbook 2017	Teaching and Learning Handbook 2017
School pedagogical framework	Professional development plans
School data plan 2016 - 2020	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Peer to Peer Observation Tool	Classroom Profiling
Curriculum, assessment and reporting framework	School Leadership and Coordinator Line Management Structure 2017



2. Executive summary

2.1 Key findings

The school leadership team is committed to improving learning outcomes for the full range of students and communicates clearly that all students are expected to learn successfully.

There is a high level of collegiality amongst staff members who are united in their commitment to the school and in improving the quality of teaching and learning. The willingness to work together as a team and to find opportunities to improve the learning of all students is clearly evident.

School leaders share the belief that all students are able to learn successfully and there are high expectations for every student.

There is a focus on student improvement and a culture is developing whereby there is an expectation that all students are able to learn. Students indicate that teachers care about their learning. Staff and student morale is high and a sense of belonging is expressed by students across the school.

The principal and other school leaders view the development of teachers into an expert and coherent school-wide teaching team as central to improving outcomes for all students.

There is strong belief that an investment in staff capacity building will develop and deepen teacher classroom practices and ultimately lift student performance. The appointment of pedagogical coaches is a reflection of the school's commitment to deliver this belief.

The school leadership team recognise the use of differentiated teaching as a strategy to promote student engagement in successful learning.

Teaching practices across the school reflect the belief that although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully.

The principal and other school leaders accept personal responsibility for driving improvements in teaching throughout the school.

The leadership team and staff demonstrate a strong conviction that improved teaching is the key to improved student learning and they have developed clear and well-known positions on the kinds of teaching practices that they wish to view occurring.

The leadership team views reliable and timely collection and analysis of student data as essential to effective leadership of the school.

There is a documented school data plan for the systematic collection of a wide range of student outcome data. The leadership team analyse data routinely.



2.2 Key improvement strategies

Sharpen and narrow the improvement agenda with embedded targets to focus whole-school attention.

Develop Quality Assurance (QA) processes to monitor and evaluate the effectiveness of the school improvement agenda.

Further develop a whole-school pedagogical framework based on research that aligns to practices expected to enhance the improvement agenda.

Develop a whole-school mentoring and coaching model that links school priorities, staff performance plans and professional learning conversations, to track progress in building staff capacity.

Continue to develop strategies to enhance parent and community engagement to increase whole-school student attendance.