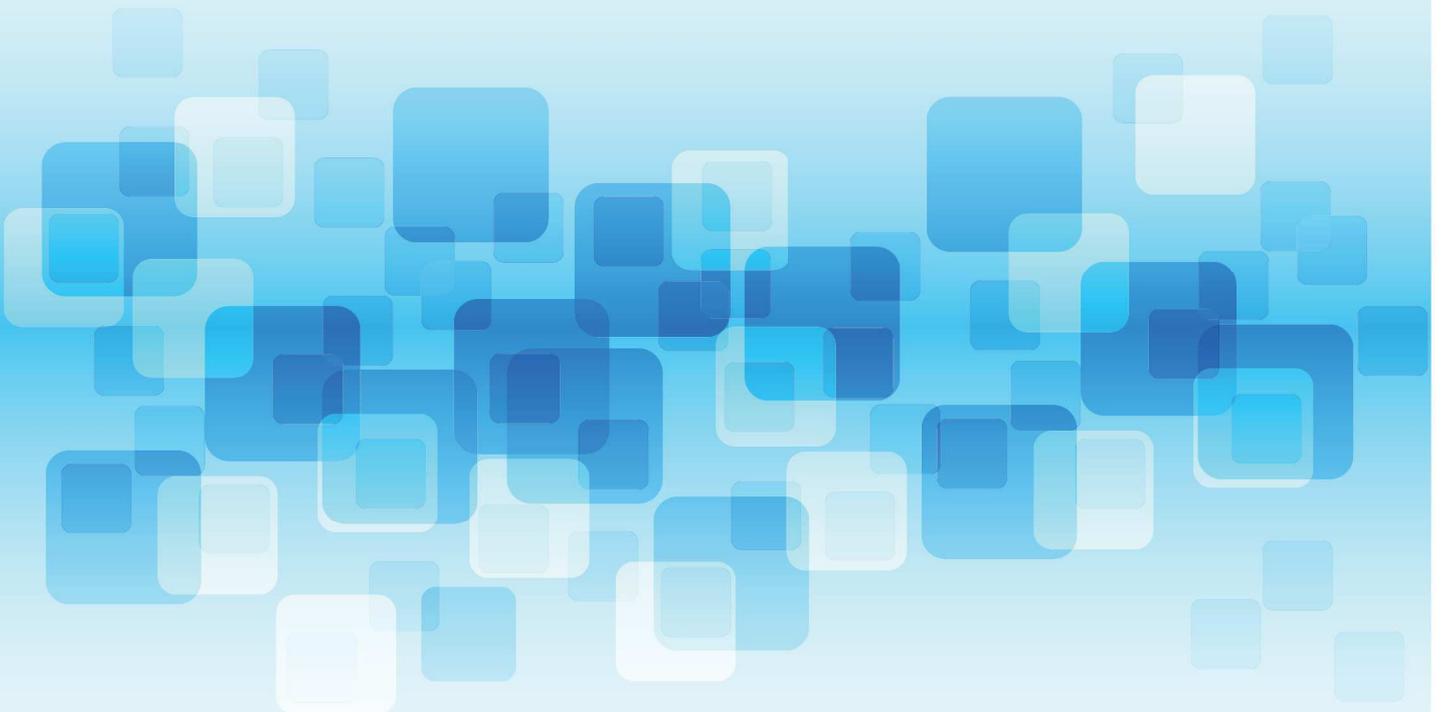




School Improvement Unit Report

Paradise Beach State School



1. Introduction

1.1 Background

This report is a product of a review carried out at Paradise Beach State School from 16 to 18 February 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:	Paradise Beach
Education region:	South East Region
The school opened in:	1996
Year levels:	Prep to Year 6
Current school enrolment:	696
Indigenous enrolments:	9.7 per cent
Students with disability enrolments:	14.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	955
Year principal appointed:	2010
Number of teachers:	35
Nearby schools:	Paradise Beach State High School, Paradise Mountain State School, Paradise Road State School
Significant community partnerships:	Paradise Beach Creche and Kindergarten (C&K), Police-Citizens Youth Club (PCYC)
Unique school programs:	Positive Behaviour for Learning (PB4L), Paradise Beach Patrol



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), Head of Department (HOD) - Student Services, Head of Special Education Services (HOSES), and Support Teacher Literacy and Numeracy (STLaN)
 - School numeracy coach
 - Business Services Manager (BSM) and two administration officers
 - 40 teachers, including Special Education Program (SEP) and specialist teachers
 - Guidance Officer and School Chaplain
 - 30 parents, including the President of the Parents and Citizens' (P&C) Association
 - 14 students, including student leaders
 - Principals of two local schools
 - Community partners, including representatives from the local C&K

1.4 Review team

John Smith	Internal reviewer, SIU (review chair)
Fran Douglas	Peer reviewer
Doug Franklin	External reviewer



2. Executive summary

2.1 Key findings

- The school is characterised by a learning culture where inclusivity and an active recognition of difference are strongly valued.

Staff, students and families speak highly of the way in which the school values and strives to meet the learning and wellbeing needs of a broad range of students. Specific strategies and resources are targeted towards students requiring additional support.

- The school has identified improved behaviour as a key element to progressing student achievement.

The school utilises PB4L to ensure that all students are engaged and connected to productive learning. An active PB4L team manage and monitor the effectiveness of the program across the school. The manner in which parents are engaged as partners to support student behaviour is not evident.

- Classroom programs are underpinned by a well-developed curriculum plan which supports the delivery of learning across the school.

Year-level teams meet regularly with the school HOC to plan implementation and evaluation of classroom curriculum and pedagogical practice. Teachers use these meetings to analyse and reflect on student data to inform their teaching and student learning.

- The school has an improvement agenda. The extent to which the agenda drives improvement is inhibited by a lack of alignment and clarity with leadership practice.

There are a number of school priorities. Additional clarity for the school with specific strategies, targets and milestones is required. The lack of narrow focus is inhibiting the alignment of leadership endeavour and the work of teachers.

- The school leadership team identify the importance of all members of the team regularly engaging as instructional leaders across the school.

A number of key leadership staff are directing their focus to broad areas of student support and management. School leaders identify a need for all members of the leadership team to enact instructional leadership to develop improved teaching and learning.

- The commitment and dedication of staff is a strong feature of the school culture.

The school staff are very strongly committed to the school and to student wellbeing issues. Many teachers articulate an active and personal commitment to the school and its students.



3. Follow-up timelines

- School to publish the executive summary on their website within two weeks.
- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.
- Action plan to be developed and submitted to SIU and region within six weeks of the completion of the review.

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