

Bellbird Park State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

We acknowledge the shared lands of the Tulumur nation and the Jagera, Yuggera and Ugarapul people of the Yagara/Yugara language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	240
Indigenous enrolments	12.5%
Students with disability	32%
Index of Community Socio-Educational Advantage (ICSEA) value	n/a

About the review

 3 reviewers from 22 to 24 October 2024	 154 participants	 31 school staff
 93 students	 24 parents and carers	 6 community members and stakeholders

Key improvement strategies

<p>Domain 3: Promoting a culture of learning Investigate opportunities that prioritise academic performance and cognitive engagement in learning to invigorate a shared culture of high expectations for all students.</p> <p>Domain 1: Driving an explicit improvement agenda Collaboratively establish roles, responsibilities and accountabilities for all staff to clarify their part in implementing the strategic agenda.</p> <p>Domain 2: Analysing and discussing data Collaboratively develop a clear plan and processes for the purposeful collection and analysis of data, aligned to school priorities, to inform teaching and learning.</p> <p>Domain 6: Leading systematic curriculum implementation Strengthen collaborative opportunities for teachers and leaders to further their understanding of the Australian Curriculum to support full and systematic enactment of the curriculum.</p> <p>Domain 8: Implementing effective pedagogical practices Identify, share and discuss a range of evidence-informed pedagogical approaches with teachers to foster a shared understanding and language of pedagogy.</p>
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Key affirmations



Leaders praise the ongoing collaboration with parents and the community and explain how this collective voice has helped guide the ethos of the school.

Leaders describe collaboratively establishing the motto of ‘belong, trust and flourish’. They explain how this motto was developed with incoming staff and the Community Advisory Group (CAG), consisting of parents and community members, to ensure ownership of the future school direction and expectations. The school captains explain the value ‘flourish’ encourages them to continue to do their best. Members of the Parents and Citizens’ Association executive highlight the focus of ‘community engagement’ from the Annual Implementation Plan as coming from consultation with the CAG.



Staff describe a culture characterised by cooperation and teamwork, where they are provided with multiple opportunities to contribute to the school’s direction.

Teaching staff describe a collegial and supportive learning environment. They discuss feeling included in the direction of the school and express a strong sense of belonging. Staff describe being a united team and explain the best interests of students are at the heart of decision-making. Parents talk about the supportive nature of staff and describe how they work together to cater for the individual needs of their child.



Students and teachers articulate how the school-wide expectations ‘Achieve, Integrity, Mindful’ (AIM) positively impact student engagement.

Community members comment that these expectations are embedded within and beyond the school gate. The Positive Behaviour for Learning (PBL) committee proudly describe how they collect and share behaviour data to identify areas for improvement and inform school-wide lessons. Students articulate that PBL and AIM expectations support positive and active participation at school. They convey that positive behaviour is acknowledged with Dojos and ‘Billy’s Best’ awards.



Teachers and leaders identify that strategic partnerships and networks support professional growth and connections, allowing all to learn from the practice of others.

Leaders and teachers describe the range of learning networks staff have joined to build their professional practice. These include an early years network, principal and deputy principal groups and meetings with cluster schools. The leadership team comment that they build their knowledge in conjunction with regional staff and by connecting to professional associations.