

Bribie Island State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Bribie Island State High School** from **17 to 20 April 2018**.

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 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 SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Karen Tanks	Peer reviewer
Graham Trevenen	External reviewer



1.2 School context

Location:	First Avenue, Bongaree
Education region:	North Coast Region
Year opened:	1989
Year levels:	Year 7 to Year 12
Enrolment:	1215
Indigenous enrolment percentage:	7.7 per cent
Students with disability enrolment percentage:	7.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	964
Year principal appointed:	April 2017 (acting)
Full-time equivalent staff:	91.28
Significant partner schools:	Bribie Island State School, Banksia Beach State School
Significant community partnerships:	Returned and Services League of Australia (RSL) and Community Link, Queensland University of Technology (QUT), Bribie Island Lions Club
Significant school programs:	Bribie Way – Positive Behaviour for Learning (PBL), Academy Program – Year 7 and Year 8, Instrumental Music, Dance Academy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, school council chair, Parents and Citizens' Association (P&C) president, 143 students, 74 teachers, seven parents, guidance officer, chaplain, youth support coordinator, Community Education Counsellor (CEC), school nurse, canteen convenor, six cleaners, five office support staff, two attendance officers and 10 teacher aides.

Community and business groups:

- Trainer for Certificate II Australian Training College, Bribie Island Lions Club and Indigenous community member.

Partner schools and other educational providers:

- Bribie Island State School principal.

Government and departmental representatives:

- Federal Member for Longman and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
Responsible Behaviour Plan	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

The school leadership team is clearly committed to finding ways to improve student outcomes and has developed an agenda for improvement.

Discussions with staff members across the school demonstrate their commitment to continual improvement in teaching and learning practices and their appreciation of the informal professional support from colleagues. They acknowledge and applaud the increased visibility and clarity of direction from the leadership team in 2018.

Students express appreciation for the willingness of teachers to help students succeed.

Students are well supported by teachers through the after school programs. After school tutoring and programs are established and staffed by teachers every afternoon. Students are able to attend these tutorials to support their learning.

Targets and timelines for priority areas are established at the whole of school level.

Most faculty plans have targets and strategies aligned to the school priorities. The establishment, communication and monitoring of classroom level targets is not yet consistent across the school. Some leaders and teachers advocate for a further condensing of school priorities to ensure a narrow and sharp focus.

The school has a key priority of instructional leadership.

School leaders identify high satisfaction regarding the quality of instructional leadership of a number of Heads of Department (HOD). A formal approach by instructional leaders to support and sustain the coaching and mentoring of staff members to deliver the school's improvement agenda has not yet been established.

Teachers and leaders indicate significant gains have been made regarding consistency of practice and clarity of communication.

Staff members acknowledge the recent positive restructure and realignment of faculty teams and student support teams across the school. Most staff members indicate the need for a continued focus by leaders and teachers to enhance consistency of practice across the school in priority areas including 'back to basics' classroom procedures. Most staff members indicate there is room for further improvement in vertical communication.

The school has a *Literacy Plan* with a range of strategies established.

Most teachers demonstrate artefacts and planning that incorporate these strategies. The routine evaluation of the shared reading and writing strategies to determine their effectiveness in relation to the specific needs and academic achievement of individuals and groups is yet to be fully developed.



Leaders and teachers identify Marzano's¹ *The Art and Science of Teaching: A comprehensive framework for effective instruction* (ASoT) as informing the school's pedagogical framework.

The school leadership team communicates expectations in relation to pedagogical strategies. A formal and consistent approach to the application of these strategies across the school is yet to be developed. A documented school pedagogical framework is yet to be developed.

School leaders acknowledge the importance of paying close attention to available data regarding the performance of the school.

There are best practice examples of data analysis aligned to some areas of school operations. In some faculties, data conversations occur between HODs and year level teachers at the conclusion of a unit. This information is utilised to inform future unit planning. The data analysis cycle is variable across the school.

The school strives to strengthen learning outcomes for students.

This is achieved through effective partnerships between staff, students, parents and the wider community. Timely communication, learning partnerships with parents, and active promotion are valued within the community. Parents applaud the addition of the Principal's Afternoon Tea.

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



2.2 Key improvement strategies

Redevelop the Explicit Improvement Agenda (EIA) to narrow current priorities and establish clear aligned targets at a classroom level to be actioned, monitored and reviewed.

Develop instructional leadership strategies and practices, including modelling and reviewing by leaders, to ensure consistency of practice across the school.

Develop and document a school pedagogical framework with clear sequencing of teaching strategies ensuring consistency of message, modelling, support and review.

Review the *Literacy Plan* to prioritise specific strategies and to ensure an aligned process of implementation and review.

Collaboratively review data collection and analysis processes to inform future planning.