



BREMER
STATE HIGH SCHOOL



Bremer State High School

Everyone belongs at Bremer

STRATEGIC PLAN 2024-2027



Our purpose

To empower every student on a path to a successful future.



Our vision

Everyone belongs at Bremer; we are a deeply connected community that learns, grows and celebrates together.



Our focus areas

To achieve our 2027 vision, we will focus on:

- Teaching and learning
- School Culture
- Engagement and belonging
- Sustainability and growth



Our school initiatives

Our school initiatives will ensure we collaboratively design and build systems that work to deliver educational achievement in an environment that fosters a strong sense of belonging to our community.

- Instructional leadership
- Multi-tiered System of Support
- Digital learning
- Community engagement
- Excellence programs



Our three phases

At Bremer, we believe in the importance of knowing each student and their path. At our school, we recognise three distinct phases that align with the growth of students as they develop as learners.



Our School Values:



Routine and Structure

At Bremer State High School, we cultivate a positive, structured learning community by setting clear processes and expectations through utilising the Pedagogical Framework, Critical Routines and Positive Behaviour for Learning.



High Expectations

At Bremer State High School, we set high expectations by being accountable in our monitoring of student achievement, engagement, and attendance for support and continuous improvement.



Belonging

At Bremer State High School, we support students to grow as individuals by providing a range of academic, cultural, community and extracurricular opportunities that nurture their sense of belonging and wellbeing.



Diversity

At Bremer State High School, we celebrate the diversity of our school community and support our students to grow as life-long learners. We value our students' individuality and provide support through programs and curriculum.

Acknowledgement of Country

Bremer State High School acknowledges the Jagera, Yuggera and Ugarapul People, the Aboriginal Owners of the land where Bremer State High School is located. We recognise their connection to Country and their role in caring for and maintaining Country over thousands of years. May their strength and wisdom guide us.

Our Focus Areas for Improvement



Teaching and Learning

Excellence in student achievement through the expert enactment of a broad, contextualised, quality-assured curriculum. Utilising expert teaching practices in every classroom to enable all students to improve and thrive

This means we:

- Have a common goal for every student to be achieving at least one year of learning growth each year.
- Have clear processes to track, monitor and differentiate support so that every child is learning and improving.
- Work as a team to enact consistent pedagogical practices, outlined in the Bremer Blueprint, across all learning environments.
- Have a clear written curriculum that is regularly reviewed as part of a quality assurance cycle.



Engagement and belonging

Connecting our students, staff, parents and community with the learning and culture of our school. With a focus on the belonging and engagement of our people, we create a desirable learning and working environment and a strong foundation for educational achievement.

This means we:

- Know each student and their path.
- Support staff and student belonging and engagement to establish a strong foundation for educational achievement.
- Connect students with our school through excellence and extracurricular engagement opportunities.
- Engage our parents as partners in learning by lowering barriers to participation.



Culture and inclusion

We recognise that the Bremer culture has the potential to be our greatest strength. By creating an inclusive and accessible environment, we are laying the foundations to be a highly desirable place to learn and work.

This means we:

- Create inclusive, culturally safe and accessible education for all students.
- Have shared values and standards that are widely understood and regularly communicated.
- Promote staff and student connectedness by recognising and celebrating excellence.
- Provide pathways and programs for individuals to excel and flourish in areas of strength.
- Embed authentic student voice in decision-making through the Student and School Councils.



Sustainability and growth

Bremer's third phase has begun, as the new school matures, and student numbers stabilise. By enacting deliberate, collaborative planning, we can ensure that our facilities, programs, offerings, and human resources continue to meet the needs of our community.

This means we:

- Plan the future of our school site, so that our school meets the needs of our students now and in the future.
- Develop a workforce strategy that allows our programs and offerings to grow sustainably.
- Review and modernise our budgeting processes, asset replacement schedules, IT infrastructure and SRS programs.

Our school initiatives



Instructional leadership

Empowering Bremer school leaders to focus on the growth and development of every student and teacher.

Actions include:

- Develop the instructional leadership practices of all school leaders.
- Embed practices that provide all teachers with opportunities to receive feedback on their classroom instruction from school leaders.
- Create planning processes for faculties aligned to the Department and school strategic vision and direction.
- Enact a systematic approach to collegial engagement that enables classroom observation and feedback from peers.
- Provide a comprehensive professional development program aligned to identified teaching and learning priorities.
- Strengthen the APR cycle by incorporating it into the professional development calendar.



Multi-tiered systems of support

Providing student academic, behavioural and social-emotional supports as part of a whole-school evidence-based instruction and intervention system.

Actions include:

- Implement a staged introduction of multi-tiered systems of support (MTSS) across all elements of behaviour, academic and social-emotional learning (SEL) delivery.
- Embed consistent tier 1 universal pedagogical practices (Bremer Blueprint), including Critical Routines, Essential Skills for Classroom Management (ESCMs), Explicit Instruction and High Impact Teaching Strategies.
- Regular screening to ensure responsibility to student needs.
- Combine Wellbeing and Access support initiatives into a single multi-tiered system of support for Wellbeing.
- Implement and quality assure a 12-month NCCD process that captures authentic evidence of teacher supports and adjustments.



Digital learning

Embedding future-focussed learning practices to connect students with their work.

Actions include:

- Enhance the capability and confidence of teachers in digital teaching and learning.
- Connect all student with digital learning opportunities through the staged delivery of a school-owned device program.
- Enhance the access to digital resources for all students at the school through a staged implementation of the Computers for Students program and a revitalised infrastructure plan.
- Align digital subscriptions and resources across the school so that there is a streamlined, comprehensive suite of resources for all teachers.



Community engagement

Driving deep engagement with partner schools, businesses and the local community.

Actions include:

- Establish a school council to foster increased engagement across stakeholder groups in our school.
- Establish pathways that link the primary and secondary school experience in community, culture, student leadership, arts and sports.
- Develop strategic partnership opportunities that deliver opportunities for our students.
- Leverage our school facility to partner with community organisations and clubs.
- Partner with a range of external organisations like ABCN, that broaden the horizons of our students.



Excellence pathways

Establishing and enhancing excellence programs in academics, the arts, sport, and culture.

Actions include:

- Establish academic excellence programs across 7-10 for all core subjects, with connections and pathways to early tertiary engagement.
- Provide a suit of excellence programs in the Arts including music and the performing arts.
- Grow Bremer Sport as the premier secondary school sporting program.
- Establish the Ipswich Academy of Sport as an elite sporting pathway to foster strong links with the primary and tertiary sector.

Our Three Phases

At Bremer, we believe in the importance of knowing each student and their path. At our school, we recognise three distinct phases that align with the growth and development of students.

Three distinct phases of learning at Bremer



Junior Phase 7 & 8

Where we begin to believe, strive and achieve.

In the junior phase, our philosophy emphasises a holistic education within collaborative core-class groupings, supported by pastoral care through form groups, year level teams and integrated in-curriculum programs.

We facilitate smooth transitions and onboarding in collaboration with primary schools, champion participation in academics, sports, and cultural programmes, and engage students via guaranteed curriculum rotations in learning areas.

Through the curriculum we prioritise building core capabilities in literacy, numeracy, and digital skills, while nurturing personal and social capabilities, ensuring our students are well-equipped for what's next in their learning.

Our school priorities as students transition to junior secondary are:

- A strong transition to high school, with a focus on friends, connection to adults and work at their level.
- Connection to the culture and learning of our school.



Middle Phase 9 & 10

Where we believe in ourselves, strive and achieve our goals.

In the middle phase, we believe in empowering students to know their strengths, develop skills within and beyond the classroom, cultivate independence and envision their preferred future. Students are challenged to understand themselves as learners and begin to plan for their future pathway.

This phase of learning is a time to foster personal growth and maturity, equipping students with the skills to make informed and responsible decisions in both personal and academic capacities.

Our school priorities as students transition through the middle years of secondary are:

- Whole school belonging, attendance and engagement in learning.
- Opportunities to focus on strengths, interests, passions, and areas of talent.
- Exploring options for the future and planning the transition to the senior phase.



Senior Phase 11 & 12

Where we believe, strive and achieve for our future.

In the senior phase, students study a personalised pathway selected from a broad range of curriculum offerings.

This provides students with scope to engage in a senior phase of learning that aligns to their post schooling pathway. Industry and tertiary partnerships provide students the opportunity to engage in additional studies to complement school subjects.

In this phase of learning, students are empowered to achieve positive outcomes in their chosen pathway. We maintain a focus on successful completion of the Queensland Certificate of Education (QCE) by all students.

Our school priorities in senior secondary are:

- Ensuring every student has a plan for attainment in senior and their post-school pathway.
- Knowing the post-school aspiration and destination of every student.

Our measures

For every student in years 7 and 8, we will monitor:

- Year 6-8 retention
- Proportion of students achieving a C or above
- Proportion of students achieving an A or B
- Attendance
- School disciplinary absences

For every student in years 9 and 10, we will monitor:

- Year 8-10 retention
- Proportion of students achieving a C or above
- Proportion of students achieving an A or B
- Attendance
- School disciplinary absences

For every student in years 11 and 12, we will monitor:

- Year 10-12 retention
- Proportion of students achieving C and above
- Proportion of students achieving an A or B
- Vocational education attainment
- QCE/QCIA attainment
- Post-school destinations and QTAC offers