

Bremer State High School

Executive Summary



School Improvement Unit



Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Bremer State High School** from **29 July to 1 August 2019**.

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 implement 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.

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

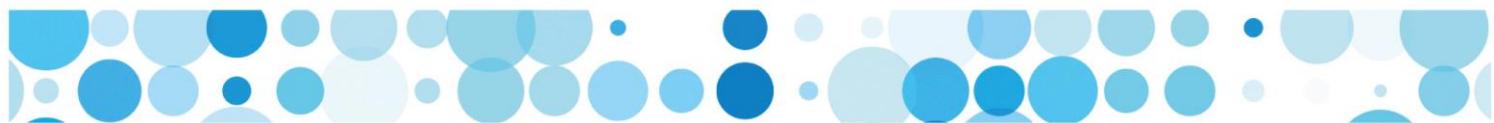
1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Alan Smith	Internal reviewer
Kyrra Mickelborough	Peer reviewer
Jim Horton	External reviewer
Graham Trevenen	External reviewer



1.2 School context

Location:	Warwick Road, Ipswich
Education region:	Metropolitan Region
Year opened:	1959
Year levels:	Year 7 to Year 12
Enrolment:	2016
Indigenous enrolment percentage:	11 per cent
Students with disability enrolment percentage:	9.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	954
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	160
Significant partner schools:	Amberley District State School, Raceview State School, Churchill State School, Ipswich Central State School, Leichhardt State School, Silkstone State School
Significant community partnerships:	Club Services Ipswich (CSI), The Smith Family, Ipswich Chamber of Commerce & Industry, Shayne White – Director of Shayne McCormick Ballet Centre, Royal Australian Air Force (RAAF) Base Amberley, Indigenous Parent and Community Council
Significant school programs:	Literacy, numeracy, Vocational Education and Training (VET) at Bremer, Bandahrr Dhago: Stronger Together, Bremer State High School Science Extension pathway (BSEP), student support services – mental health and wellbeing



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, associate principal, five deputy principals, 21 Heads of Departments (HOD), Head of Special Education Services (HOSES), literacy curriculum manager, numeracy curriculum manager, two guidance officers, 67 teachers, transitions pathway officer, two Business Managers (BM), Community Education Counsellor (CEC), four Indigenous community partners, tuckshop convenor, information technology technician, two schools officers, four school captains, four Special Education Program (SEP) students, 85 students, eight students from Beyond the Broncos and Diamond Spirit, four SEP teacher aides, four general teacher aides, diagnostic testing teacher aide, four office staff, six Parents and Citizens' Association (P&C) members, SEP parent and 12 parents.

Community and business groups:

- Beyond the Broncos, Diamond Spirit, Defence Community Organisation and CSI.

Partner schools and other educational providers:

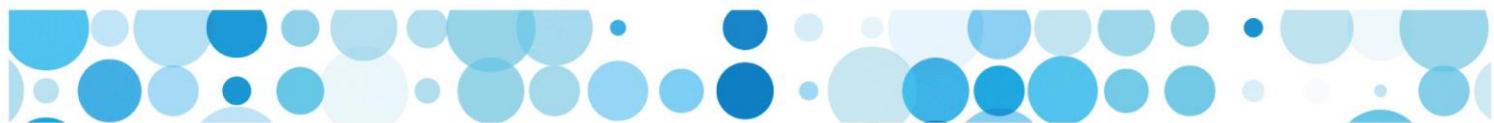
- Principal Amberley District State School, principal Raceview State School and principal Ipswich Central State School.

Government and departmental representatives:

- State Member for Ipswich, Federal Member for Blair and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School Opinion Survey 2018
School pedagogical framework	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	School newsletters and website



2. Executive summary

2.1 Key findings

High levels of trust are apparent across the school community.

Students express appreciation for the care and concern afforded them by staff. Parents echo this sentiment and articulate a positive and caring relationship between staff, students and parents. There is a focus on creating a culture in which all students have the opportunity to learn successfully. Effective, supportive and positive communication between teachers and parents is a strong feature of the school. Students and staff articulate a sense of belonging.

All staff members are committed to the success of all students.

There is a belief across the school that every student can learn and achieve, although they may progress at different rates. Staff members are aware of the complex challenges some students face in order to engage effectively in learning. There is a focus on early intervention to maximise student attendance, behaviour, engagement and achievement. The school caters for high achievers through a number of strategies including literacy and numeracy extension, coding and drones, and a science extension pathway that engages students in higher order thinking and values of inquiry.

The school has roles and responsibilities statements documented for all key leaders.

These are presented in terms of strategic and operational areas. The school's executive team identifies the importance of instructional leadership in the school to support its future directions. The roles of the executive leadership team in terms of instructional leadership are yet to be clearly articulated.

School leaders articulate the pedagogical framework is developed from a broad range of strategies and methodologies.

School leaders keep informed of research-based, high-yield strategies and effective teaching approaches on a range of topics. Many teachers indicate that links between the school's priorities and the suite of available strategies in the pedagogical framework are yet to be clearly understood by all teachers.

The school's executive team members understand the importance of Quality Assurance (QA) practices to guide the implementation of all school projects.

They acknowledge the need to further develop and implement such QA processes. Staff identify that QA practices are yet to be employed consistently across the school to ensure the effective implementation of school priorities and projects. School leaders identify that the implementation of QA processes may become more challenging as the school continues to grow.



A unit plan and assessment cover page developed by the Teaching and Learning Team is utilised across the school.

The school's Year 7 to Year 10 curriculum planning is predominantly aligned to the Australian Curriculum (AC) assessment and reporting framework. Examples of effective practice in aligning AC standards and backward mapping cognitive verbs into the learning goals in the units of work are apparent. Consistent alignment across faculties is yet to occur. Effective processes to quality assure the intended curriculum is the enacted curriculum are yet to be fully developed.

The executive leadership team acknowledges the importance of observation and feedback to drive continued growth and strengthen capability of the expert teacher team.

Most teachers consistently express a desire to receive regular feedback regarding their teaching practices to strengthen their capability. An agreed process for teachers to consistently reflect on their pedagogical practices and personal growth, incorporating teacher observation and feedback aligned with the pedagogical framework, is yet to be developed by the school.

School leaders focus energy and attention on priority curriculum areas and the development of locally relevant curriculum that responds to the needs of learners.

This focus is apparent in the innovative whole-school literacy and numeracy programs across Years 7 to 9. The literacy and numeracy teams are driven by a strong moral imperative of creating literate and numerate learners with increased academic outcomes and opportunities.

The school is committed to building a highly skilled and professional team of teachers.

The school places a high priority on attracting, developing and retaining the best possible staff. Teachers are experts in the fields in which they teach, exhibiting high levels of commitment and confidence in meeting the learning needs of students.

The school is held in high regard by parents and the wider community.

It has established partnerships with parents, feeder primary schools, support agencies, other education providers, tertiary institutions, community representatives and local businesses for the purpose of improving outcomes for students. These partnerships are established strategically to help address student needs and to extend the school's capability to deliver diverse educational opportunities whilst enhancing student wellbeing.



2.2 Key improvement strategies

Establish areas of responsibility for instructional leadership for the executive leadership team and implement effectively across the school.

Collaboratively develop clear expectations for teachers regarding the use of agreed pedagogical practices that improve student outcomes.

Implement QA processes to ensure a consistent approach to the implementation of whole-school initiatives.

Collaboratively develop effective processes to quality assure the intended curriculum is the enacted curriculum.

Develop, implement and quality assure a systematic, structured and school-wide process for teacher observation and feedback that aligns with the pedagogical framework.