School Improvement Unit
Report

Bremer State High School
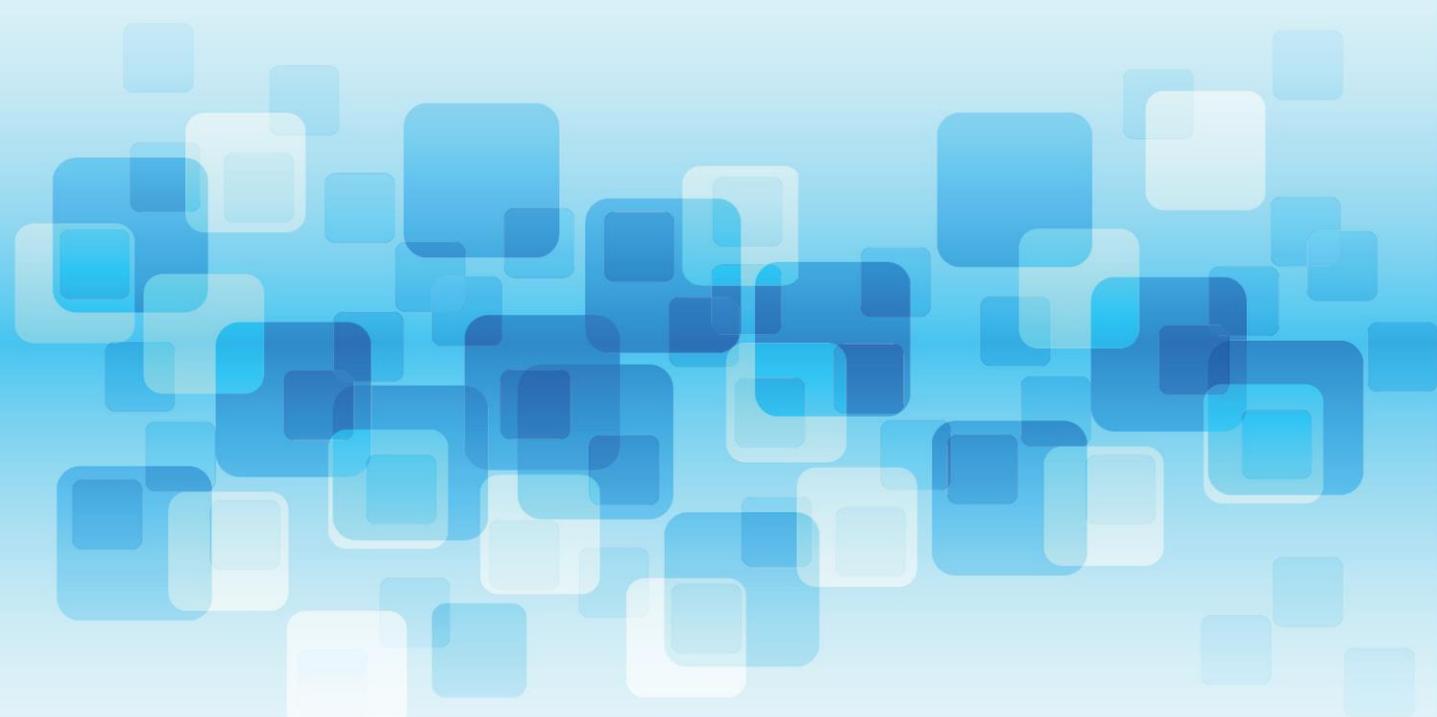
1. Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at Bremer State High School from 9 to 12 June, 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:	133-153 Warwick Road, Ipswich
Education region:	Metropolitan
The school opened in:	(1959) 2011 on present site
Year levels:	Year 7 to Year 12
Current school enrolment:	1802
Indigenous enrolments:	10.2 per cent
Students with disability enrolments:	7.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	947
Year principal appointed:	2014
Number of teachers:	107
Nearby schools:	Amberley District State School, Bethany Lutheran Primary School, Churchill State School, Ipswich Central State School, Ipswich East State School, Ipswich West State School, Leichhardt State School, Raceview State School, Silkstone State School, Bundamba Secondary School College, Ipswich State High School, Ipswich Grammar School, Ipswich Girls' Grammar School, St Edmund's College, St Mary's College, West Moreton Anglican College
Significant community partnerships:	Schools Alliance, University of Southern Queensland Memorandum of Understanding (MOU)
Unique school programs:	Literacy, Numeracy, Leadership Development Program

1.3 Review methodology

The review was conducted by a team of four 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 four days

- interviews with staff, students, parents and community representatives, including:

  - Principal and four Deputy Principals

  - Eleven Heads of Department (HODs) and Head of Special Education Services (HOSES)

  - Five Deans

  - 41 teachers

  - 52 students

  - Success Coach

  - Defence Transition Mentor

  - Business Services Manager (BSM), Data Officer and three teacher aides

  - Two Guidance Officers

  - Parents and Citizens' (P & C) Association President and four other parents

  - Regional Councillor

  - Two Community Liaison Officers

  - Three community representatives

  - Two primary school principals

1.4 Review team

Valerie Hadgelias	Internal reviewer, SIU (review chair)
Paul Pengelly	Internal reviewer, SIU
Raelene Fysh	External reviewer
Denise Kostowski	Peer reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.

2. Executive summary

2.1 Key findings

- In 2015 the improvement agenda was narrowed to literacy and numeracy.

  There has been a re-alignment of leadership positions and development of multi-disciplinary teams to drive the literacy and numeracy agenda. School leaders can describe the improvements they wish to see in terms of student outcomes. Teachers have embraced the focus on literacy and numeracy.

- A whole-school approach to the implementation of agreed strategies is not always evident.

  A number of improvement strategies have been developed. Although espoused as school-wide processes, as yet the implementation of these strategies is inconsistent and a strategic approach to quality assurance has not been fully realised. This has resulted in faculties choosing their own form of implementation and a level of disparity in processes and practices.

- The school is working to develop a learning culture where data is used to identify starting points for improvement.

  The effective use of student data by teachers to inform practice is not yet universal or fully embedded. Data conversations often occur at a faculty level. When specific conversations occur between Heads of Department (HODs) and individual teachers it is often informal or centred on a particular issue of concern. Sophisticated, detailed conversations between HODs and individual teachers are occurring sporadically.

- Considerable work has been undertaken to establish a positive school culture.

  The school relocated to a new site in 2011. Staff, students and community acknowledge significant improvements in school culture on the new site. This is evidenced by high levels of presentation in the new uniform and a commitment to high expectations. There is a happy and optimistic feel to the school as well as a strong sense of pride and belonging.

- The school has formally embarked upon School Wide Positive Behaviour Support (SWPBS) in 2015 to consolidate previous work in this area.

  A comprehensive range of positive recognition strategies is featured, with regular communication and school ceremonies to celebrate success. There are clear expectations across the school on how students should behave and these are reinforced through the 'critical routines' procedures. However, some teachers and students report concerns about misbehaviour in classes interfering with student learning.

- The school pedagogical framework identifies coaching and mentoring as integral to teacher development.

  The leadership team have engaged in some initial training on the 'GROWTH' coaching model. This model is identified as a key strategy within the school pedagogical framework. This initial work is intended to build capacity for future development of a formal approach supporting the development of improved, reflective teacher practice. There is currently no structured whole-school coaching and mentoring program in place.

- The school seeks to provide opportunities for teachers to learn from each other's practice.

  Some staff are involved in observation and feedback on their classroom practice through the early career mentoring program, however, there is no formal whole-school approach to observation and feedback.

- The school is currently implementing the Art and Science of Teaching (ASoT) as a key component of the pedagogical framework.

  Aspects of ASoT have been implemented as part of a whole-school focus. There is a broadly articulated commitment to the framework, however, the degree of implementation varies considerably across the school. There does not appear to be sufficient processes in place to quality assure the implementation of these strategies. A review of the pedagogical framework is currently being conducted. Implementation of the pedagogical framework will be a key priority in 2016.

- The school makes deliberate and strategic use of partnerships.

  Partnerships have become an accepted part of the school and its community and they are used to broaden student knowledge, increase engagement levels and facilitate successful transitions.

2.2 Key improvement strategies

- Develop strong quality assurance processes to ensure a consistent approach to whole-school initiatives.

- Focus professional development on ensuring that all staff have a high level of data literacy and can effectively use data to inform their planning.

- Fully utilise the SWPBS framework to formalise a consistent approach to managing both positive and negative behaviours. Expand the SWPBS committee to include parent and student input.

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

- Develop the coaching skills of the leadership team to build teacher capability through a school-wide approach to coaching and mentoring.

- Develop staff knowledge of and engagement with the pedagogical framework and ensure it is thoroughly and consistently implemented across the school.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school has emerged from a time of relative instability in leadership. The appointment of a permanent principal in late 2014 was welcomed by the school community.

In 2015 the improvement agenda was narrowed to literacy and numeracy. There has been a significant realignment of leadership positions and development of multi-disciplinary teams to drive this agenda. School leaders can describe the improvements they wish to see in terms of student outcomes.

This agenda has been communicated in staff meetings, school newsletters, and on the school's website. When articulating the explicit teaching agenda, teachers, almost universally, refer to literacy and numeracy.

Targets have been set as part of the improvement agenda. Teachers talk of targets for attendance and A-E results while targets for literacy and numeracy are less well-known.

There is a strong and optimistic commitment by staff to the school improvement strategy and a clear belief that further improvement is possible.

A number of other improvement strategies have been developed in recent times. Although espoused as school-wide processes, as yet the implementation of these strategies is inconsistent and a strategic approach to quality assurance has not been fully realised. This has resulted in faculties choosing their own form of implementation and a level of disparity in processes and practices.

Supporting data

Annual Implementation Plan 2015, Strategic Plan 2012-2015, Great Results Guarantee, Pedagogical Framework, Professional Development Plan 2015, Data Profile and Headline Indicators, staff, community and student interviews, website.

Improvement strategies

Develop strong quality assurance processes to ensure a consistent approach to all whole-school initiatives.

3.2 Analysis and discussion of data

Findings

The principal and other school leaders clearly articulate the belief that reliable data on student outcomes is crucial to the school's improvement agenda. There is a consistent plan for systematic collection, analysis and use of a range of student achievement data.

The school can illustrate how data has been used to identify priorities, take action and monitor progress. Whole-school and department targets are in place for student attendance and achievement.

Building teacher capacity in the analysis and use of student data has been a priority over time. There is evidence of a data culture being developed across the school. There is an expectation that all teachers complete the class placemat as a tool for understanding their students' learning needs. However, the effective use of student data by teachers is not yet universal or fully embedded.

A range of data is collected including Levels of Achievement (LOA), National Assessment Plan – Literacy and Numeracy (NAPLAN), behaviour data, attendance data and wellbeing data.

OneSchool is used for most data sets. Processes to ensure that additional data sets, such as PAT and PROBE, are also centrally stored are not yet in place. A range of data bases have been developed in different faculties.

The student support staff review various aspects of student data to inform their planning and intervention strategies. Student behaviour data and data on the positive recognition of student behaviour is regularly communicated to both staff and students.

Processes for the monitoring and tracking of senior students towards Queensland Certificate of Education (QCE) and Overall Position (OP) attainment have been rigorously implemented and provide a strong basis for counselling students and identifying appropriate intervention strategies. The use of Tracker Ed in junior secondary is an emerging practice.

Data conversations occur at a faculty level. When specific conversations occur between Heads of Department (HODs) and individual teachers it is often informal or centred on a particular issue of concern. Sophisticated, detailed conversations between HODs and individual teachers are occurring sporadically.

The recently appointed HOD Learning Support is accessing student outcomes data from Year 7 diagnostic testing as a further support to identifying the learning needs of students and informing appropriate intervention strategies.

NAPLAN Upper Two Bands (U2B) results are comparable to Similar Queensland State Schools (SQSS) in all domains with the exception of Year 7 writing. The school is achieving below National Minimum Standards (NMS) in Year 9 reading, writing, grammar and punctuation and Year 7 numeracy. The school results indicate that students are

achieving at a level similar to NMS for all other domains. Year 7 reading results reflect achievement above the NMS.

The school uses NAPLAN data and year level benchmarks to monitor student progress and measure student achievement, particularly in relation to literacy and numeracy. Other data is being sourced in order to triangulate the data, for example, PROBE, PAT-M.

The development and display of achievement ladders as part of the feedback to students is well established especially in the senior school. Students speak of the value of this practice in helping them understand what they need to do to improve their outcomes. This process is less well developed in junior secondary.

Supporting data

Annual Implementation Plan 2015, Strategic Plan 2012-2015, Great Results Guarantee, Pedagogical Framework, Professional Development Plan 2015, Data Profile and Headline Indicators, staff, community and student Interviews, website, OneSchool.

Improvement strategies

Quality assure school-wide expectations around teacher engagement with student performance data to inform teaching practice.

Focus professional development on ensuring that all staff have a high level of data literacy and can effectively use data to inform their planning.

Develop HODs capacity to lead the data literacy agenda with teachers.

3.3 A culture that promotes learning

Findings

The school relocated to a new site in 2011. Considerable work has been undertaken to establish a positive school culture as part of the transition. Staff, students and community acknowledge significant improvements in school culture on the new site. This is evidenced by high levels of presentation in the new uniform and a commitment to higher expectations.

The school has an attractive and stimulating physical environment that supports and encourages learning. There is a happy and optimistic feel to the school. There is a strong sense of pride and belonging. Although 2014 School Opinion Survey (SOS) data indicated a downward movement in staff morale, staff interviewed throughout the review described a collegial and positive atmosphere in the school.

The school values of '*Perseverance, Respect and Responsibility, Integrity, Diversity and Excellence through Engagement'* have been embedded within the school culture.

Staff work in teams to effect improvement priorities and curriculum implementation. Informal processes of sharing practice are evident, however, systematic feedback loops to improve teaching are not yet established.

The school views parents and families as important members of the school community and central to student learning. This is evidenced through a range of communication strategies, community functions and some involvement in school decision making.

Respectful and caring relationships exist between students, staff and parents.

Defence force families represent a significant proportion of the school community. A defence force mentor is employed at the school to target additional support, alongside school programs, to the unique social, emotional and learning needs of this group.

The school has formally embarked upon School Wide Positive Behaviour Support (SWPBS) in 2015 to align previous work with the framework. A comprehensive range of positive recognition strategies is featured, with regular communication and school ceremonies to celebrate success. There are clear expectations across the school on how students should behave and these expectations are reinforced through the 'critical routines' procedures. These are displayed throughout the school.

Some teachers and students report concerns about student misbehaviour in classes interfering with learning. The school has established six dean positions to monitor and address behaviour at each year level.

There is a relentless focus on the school attendance target of 90 per cent which includes the appointment of an attendance officer. The attendance rate in 2014 was 86.7 per cent. The number of students attending less than 85 per cent was 29.8 per cent. School data for 2015 indicates an improvement for the whole school and Indigenous students.

Supporting data

Staff, student, parent and community interviews, Annual implementation Plan 2015, Strategic Plan 2012-2015, Great Results Guarantee, Data Profile, Headline Indicators; website, OneSchool.

Improvement strategies

Fully utilise the SWPBS framework to formalise a consistent approach to managing both positive and negative behaviours. Expand the SWPBS committee to include parent and student input.

3.4 Targeted use of school resources

Findings

Data is used to identify the needs of specific groups of students and target appropriate resources.

Funding has been directed towards the creation of a number of additional HOD roles. A HOD Literacy and HOD Numeracy have recently been appointed to help drive the explicit improvement agenda. A HOD Learning Support and a HOD Special Education, a data officer and an attendance officer have also been appointed.

The creation of dean roles at each year level, to manage the day to day behaviour management, supports deputy principals to operate in a more strategic paradigm.

The budget reflects the school's key priorities. Literacy and numeracy have been identified as the school's priority and have attracted considerable resources. Staff professional development is strongly supported in the budget.

The school is well resourced and maintained and classrooms provide an attractive physical learning environment.

Scholarships are available to encourage students in academic, cultural and sporting pursuits.

A recent review of teacher-aide roles has recently been implemented.

The school's current bank balance is $1 024 137 which suggests the school has sufficient funds to meet ongoing commitments and emerging trends. Great Results Guarantee (GRG) funding is significant and has been allocated to additional human resources, literacy and numeracy resources and external consultants.

Technology is utilised to support student learning in classrooms across the school. Some staff expressed concerns regarding the future Information and communications technology (ICT) provision model once National Secondary School Computer Fund (NSSCF) devices are fully phased out.

Supporting data

Budget overview report, Annual Implementation Plan 2015, School Budget, Great Results Guarantee 2015, staff, student and parent interviews.

Improvement strategies

Strategically plan for future human resource models to ensure identified essential priority initiatives aligned with the school improvement agenda are sustainable beyond the GRG funding horizon.

Develop a strategy to address future ICT service provision post NSSCF.

3.5 An expert teaching team

Findings

The school leaders recognise the development of an expert teaching team as integral to improving student learning outcomes. They aim to build an expert teaching team through staff recruitment, professional learning plans, developing and sharing knowledge and through the commitment of teachers.

The school is implementing their pedagogical framework which is currently branded '*Simplify, Unify, Support*'. There is a published document that identifies elements expected within a pedagogical framework. The elements identified are values and beliefs about teaching and learning, professional learning and instructional leadership, procedures, practices and strategies. However, there does not appear to be a deliberate strategy around implementation. Timelines and targets are not included. Teachers generally articulated knowledge of the framework but there appears to be a variable level of commitment to and consistency of implementation of the framework.

The improvement agenda features a strong focus on literacy and numeracy. These two agendas are being driven by identified teacher teams. Two new leadership positions, HODs, have been created and targeted to lead these initiatives. The teams are developing a research-based approach to improving student learning outcomes in each discipline. Integral to each approach is a focus on developing staff capacity and creating a whole-school focus. Despite the relative infancy of the initiatives, each team reports significant early and positive traction. There are implementation plans in place, with responsibilities and timelines identified. Targets and strategies to measure effectiveness are less developed.

A *Mentoring for Early Career Teachers* program is in place and, alongside the *Beginning and Returning Teachers (BART)* program, is described as the key driver for staff induction.

Teachers have engaged in the Annual Performance Development Plan (APDP) process and some staff see it as a valuable opportunity to reflect on their practice and their professional growth. Non-teaching staff (teacher aides) do not appear to have completed a formal performance development process.

The school provides multiple opportunities for teachers to engage in a range of leadership positions across the school.

The school has a budget for professional development and an active committee oversees the use of these funds. There is a professional learning plan in place that identifies staff development in line with key priorities. This plan does not appear to be informed by the APDP process.

Some staff are involved in observation and feedback on their classroom practice through the early career mentoring program, however, there is no formal whole-school approach to observation and feedback.

The leadership team have engaged in some initial training on the 'GROWTH' coaching model. This model is identified as a key strategy within the school pedagogical framework. This initial work is intended to build capacity for future development of a formal approach supporting the development of improved, reflective teacher practice. There is currently no structured whole-school coaching and mentoring program in place.

The school pedagogy team has commenced production of a range of video vignettes to provide teachers with modelling of best practice pedagogy in line with the school's identified framework.

Partnerships with key feeder schools to support staff development in identified and aligned priorities areas, literacy and numeracy, are emerging.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2105, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, professional development program 2015, differentiation placemat, staff, student and leadership team interviews.

Improvement strategies

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

Further develop the coaching skills and capacity of the leadership team to build teacher capability through a school-wide approach to coaching and mentoring.

Extend partnerships with key feeder schools to nurture shared practice aligned with common improvement priorities.

Implement an annual performance development plan process for all non-teaching staff.

3.6 Systematic curriculum delivery

Findings

The school does not have a Years 7 to 12 curriculum plan which identifies curriculum, teaching and learning priorities and requirements.

Developing students' literacy and numeracy skills is a focus for the school and time has been allocated to *Plus 1 lessons* for Years 7 to 8 students, with plans for expansion in 2016 to include *Plus 2 lessons* and expand to Year 9. The school priority is to have all staff developing students' literacy and numeracy skills through all key learning area programs.

The school has developed a standardised unit planning format which staff are aware of, however, this is not consistently utilised across the school.

Staff articulate a shared expectation of having learning goals for each lesson and use of proficiency standards as a process for evaluating learning. The consistent implementation of learning goals and proficiency standards varies across the school.

Some evidence of front-ending assessment to inform planning and learning was found.

There are a range of strategies in place to provide feedback to students on their learning progress including proficiency scales, result ladders, data walls and written and verbal feedback. The school plans to further extend the use of data walls.

Reporting provides parents with information about the achievement of curriculum intentions three times per year with associated parent teacher interviews offered.

There is a school-wide commitment to moderation although practice varies across faculties.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2105, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, professional development program 2015, school website, budget overview, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Develop an explicit, coherent, sequenced plan for curriculum delivery across Years 7 to 12 which articulates what and when teachers should teach and students should learn. This plan could be shared with the wider community using a variety of communication mediums.

Engage the broader school community in the literacy and numeracy agenda.

Ensure the established school unit planning proforma is used consistently in all faculties.

3.7 Differentiated teaching and learning

Findings

Unit planning documents and data placemats focus on ensuring that all teachers identify differentiated practices required in the classroom. Teachers articulate the need to differentiate while acknowledging a desire to further develop their skills.

A variety of data sources, both systemic and formative, are used extensively to identify where students are in their learning and to identify the starting point for teaching.

Differentiated class structures such as the '*Essential Classes'* have been implemented to cater to varying student needs.

The position of HOD Learning Support has recently been created to support the learning needs of non-verified students with high needs.

Some faculties have formalised processes of highly scaffolded assessment to provide students with opportunities to achieve a baseline result and then complete supplementary assessments to improve their result.

There is limited evidence of formalised programs to cater for gifted and talented students. Some progress has been made with the '*Mentor Scholarship Program'* and programs such as the '*Unify Program'*.

Proficiency scales have been introduced as a mechanism for students to monitor their own learning. This practice is yet to gain traction across year levels and departments.

Students with a disability are provided with adjusted learning programs. Individual Support Plans (ISP) have been developed for students. Individual Curriculum Plans (ICP) are currently being developed.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, differentiation placemat, staff, student and leadership team interviews.

Improvement strategies

Review learning opportunities for high-achieving students to appropriately engage, challenge and extend students.

Review the professional development plan to provide opportunities for teachers to develop their skills to effectively differentiate their program delivery.

3.8 Effective pedagogical practices

Findings

The school pedagogical framework is based upon The Art and Science of Teaching (ASoT), a research-based model identifying key design questions. There is a published document '*Simplify, Unify, Support*' that identifies key elements of the framework and a basic implementation agenda.

ASoT is not yet formally aligned with the school's annual performance development plan process. There are plans for this to be reviewed by the end of this year.

Aspects of ASoT Design Question 1 have been implemented as part of a whole-school focus. Learning goals are discussed by many teachers and students observed that they were implemented to varying degrees in their classes. There is an expectation that learning goals be included in planning documents. Proficiency scales are utilised to gauge student progress towards learning goals, and a process to record and reflect upon proficiency scales is included in student organisers. There is a broadly articulated commitment to these strategies, however, the degree of implementation of both strategies varies considerably across the school. There does not appear to be sufficient processes in place to quality-assure the implementation of these strategies.

School leaders and teachers strive to build a strong belief in students that they have the capacity to learn successfully. A culture of high expectations for student learning is beginning to emerge. Senior students referenced the school efforts to track, monitor and support their progress, however, it appears that a consistent, school-wide approach to engaging students with their learning progress is not yet developed.

The development of school-wide routines has commenced through work on ASoT Design Questions 6 and 7. The '*Bremer Critical Routines*' sets out clear expectations regarding pre-class activities, procedural routines, learning protocols and post-class activities. The degree of adherence to these mandated routines appeared to vary across the school.

Teachers recognise the importance of regular, timely and purposeful feedback to students in order to empower them to improve their outcomes. A variety of feedback mechanisms are in place including proficiency scales, data walls, achievement ladders and written feedback. Some teachers indicated a lack of confidence in their skills in this area.

Achievement ladders are a common practice in the senior school and students are aware of their performance level. This process is beginning to be implemented in the junior school. Data walls are an extension of this strategy and are emerging in a number of areas throughout the school.

A walk-through process was described as a means of observation and feedback for teachers, as well as a strategy to gauge progress toward identified improvement agenda goals. This process is not yet developed on a whole-school basis.

Supporting data

Strategic Plan 2012–2015, Annual Implementation Plan 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, literacy framework, numeracy plan, professional development program 2015, differentiation placemat, staff, student and leadership team interviews.

Improvement strategies

Further develop staff knowledge of and engagement with the pedagogical framework and ensure it is thoroughly and consistently implemented across the school.

Use the pedagogy team to identify and celebrate staff achievements and promote emerging quality practice aligned with the ASoT framework.

Develop and quality assure a consistent, school-wide approach to student feedback, and provide appropriate professional development for teachers to build capacity in this area.

Quality assure the implementation of the critical routines to ensure they are consistently implemented across the school.

Further develop the walk-through process to nurture de-privatised classrooms and a culture of reflective teacher practice.

3.9 School and community partnerships

Findings

There is evidence of a wide range of partnerships which have been established to improve student outcomes. These partners include universities, TAFE, private training providers, employment agencies, community agencies and businesses.

Partnerships have become an accepted part of the school and its community and they are used to broaden student knowledge, increase engagement levels, and facilitate successful transitions.

The Aboriginal and Torres Strait Islander action plan has been developed with a strong community focus for Indigenous students to improve engagement and learning outcomes.

The Special Education Unit has developed effective links including those with primary feeder schools to facilitate successful transition to the school; with external training providers to deliver certificate courses, for example, Certificate II Rural Studies; and with disability agencies to support transition beyond school.

A strategy to improve the positioning of '*Bremer*' is being led by a deputy principal and includes the use of the local media to highlight the achievements of students and programs.

Where appropriate, Memorandums of Understanding (MOUs) have been developed with partners. As yet, there is no evidence of evaluation processes in place.

The principal is leading the development of an alliance with the main feeder schools to share expertise, data and resources. The three priorities for the alliance are literacy, science and student leadership.

Supporting data

Aboriginal and Torres Strait Islander action plan, Tracker Ed, Strategic Plan 2012-2015, Annual Implementation Plan 2105, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, staff, student and community interviews.

Improvement strategies

Implement documented review processes to monitor the effectiveness of partnerships, responsiveness to business and industry needs and the alignment to the learning needs of students.

Develop and periodically review strategies to recognise and celebrate strategic relationships with partner organisations.

4.   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.