Brisbane Bayside State College

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Brisbane Bayside State College from 21** to **25 May 2021**.

The report presents an evaluation of the college's performance against the nine domains of the *National School Improvement Tool*. It also recommends improvement strategies for the college to implement in consultation with its regional office and college 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 EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Shona McKinlay	Internal reviewer, EIB (review chair)
Darren Cook	Peer reviewer
Robyn Burton-Ree	Peer reviewer
Paul Herschell	External reviewer

1.2 School context

Location:	Network Drive, Wynnum West	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	957	
Indigenous enrolment percentage:	8 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	8.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002	
Year principal appointed:	2020 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, nine Heads of Department (HOD), Business Manager (BM), guidance officer, literacy coach, numeracy coach, Head of Special Education Services (HOSES), facilities manager, 45 teachers, six teacher aides, four administration officers, two cleaners, librarian, curriculum engagement officer, School Based Youth Health Nurse (SBYHN), chaplain, Maori Pasifika liaison officer, youth support and industrial liaison officer, social worker, facilities officer, 16 parents, 59 students, three Parents and Citizens' Association (P&C) representatives and school council chairperson.

Community and business groups:

- Port of Brisbane Corporation community relations advisor, Bulimba Creek Catchment manager and Australian Business and Community Network (ABCN) Queensland state manager.

Partner schools and other educational providers:

- Wynnum State School principal, Wynnum West State School principal and Gumdale State School principal.

Government and departmental representatives:

- State Member for Lytton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	Professional learning plan 2021-2022
School Data Profile (Semester 1 2020)	School budget overview
School Data Profile (Semester 2 2020)	Curriculum planning documents
School Data Profile (Semester 1 2021)	Subject Selection handbooks 2021
School data plan 2021	Performance development plans
2021 Staff Handbook	School newsletters, Facebook and website
School pedagogical framework 2021	Headline Indicators (October 2020 release)
School improvement targets – 2021 Scoreboard	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

Staff members express a commitment to the college and their students and understand the importance of the continuous improvement of their teaching practice.

The college's Explicit Improvement Agenda (EIA) of capability development reflects the leadership team's commitment to building an expert teaching team. The college has established nine Professional Learning Communities (PLC) that meet to research and develop strategies to support the implementation of the college teaching and learning priorities. Staff members speak confidently of their ability to support the learning needs of all students. Staff indicate they highly value the college commitment to evidence-based practice though the implementation of the PLCs. PLCs meet regularly and topics align to EIA and Annual Implementation Plan (AIP) priorities, including digital pedagogies, numeracy, cognitive verbs, pedagogy, Reading to Learn (R2L), thinking skills, Positive Behaviour for Learning (PBL) and inclusion/differentiation. All teachers participate in a group, with the purpose to share ideas and contribute to the college-wide discussion of priorities.

The college has a vision to establish a culture of academic excellence built around the motto of *'Dare to be Wise'*.

The college vision is *'At BBSC we Aspire, Create, Achieve – We Dare to Be Wise'.* The vision is clearly publicised through a range of communication methods including the newsletter, parades and college documentation. The college values of *'Be a learner, Be responsible, Show respect and Contribute to our community'* align to the school's acronym of BBSC. The four values are reflected in student involvement in the community and the conduct of students in and around the college. The college vision and values appear on signage and in key places around the college. The messages are well known by students, staff and the broader community. The college staff work hard to build a 'tone' committed to purposeful and successful learning. Students, parents and caregivers identify that teachers care about them and that the college is a safe and supportive place.

Strategic improvement priorities identify the key work to be implemented in improving student outcomes.

The Strategic Plan 2018-2021 details the four improvement priorities of successful learners, teaching quality, leadership capability and school performance. During the four years of the strategic plan there have been three principals within the school and multiple changes in deputy principals. The current executive team has developed a 2021 AIP and an EIA. The EIA breaks down the three AIP improvement priorities to provide staff with clarity regarding what is important. Explicit priorities are New Art and Science of Teaching, known locally as New ASOT or NASOT, R2L and capability development. Some teachers articulate knowledge of R2L and pedagogy as two of the three improvement priorities. Many teachers express that they know and understand expectations associated with R2L. Clarity regarding what pedagogy looks like and how to enact it in the classroom is less apparent. The executive team reflects that the AIP and EIA require further sharpening to be more explicit.

College leaders disseminate student achievement data to Heads of Department (HOD) for discussion in faculties regarding how to achieve college achievement targets.

All members of the Leadership Management Team (LMT) are involved in line management meetings. HODs describe these meetings as valuable. The meetings involve HODs meeting with their line manager deputy principals on a regular basis. The executive team reflects upon the need for a consistent agenda that focuses on targets, data, line of sight and monitoring the implementation of the college EIA and AIP priorities, to sharpen accountability for student performance. Some executive leaders and HODs indicate that data discussions at LMT line management meetings are yet to be used consistently to create a line of sight between college-wide expectations and classroom practice.

The development of a systematic approach to curriculum delivery is identified as a central part of the college's EIA.

The college has implemented a range of strategies to ensure that students seamlessly transition between year levels and phases of schooling and are engaged in purposeful and aligned teaching and learning. Year curriculum coordinators in most faculties are responsible for developing year level plans and term units of work, including assessment and task-specific standards matrices. In most instances faculty HODs lead a process to quality assure the curriculum documents to ensure that agreed Australian Curriculum (AC) content descriptions are taught and AC achievement standards are assessed. Formal, college-wide Quality Assurance (QA) processes to ensure that planned-for teaching and learning activities are enacted and delivered consistently across the college are yet to be established.

College-wide analysis and discussion of student data are identified as an important component of college improvement.

College performance data is shared with staff and this process is identified through the college data plan. The purpose of the data plan is to outline the systematic collection of student data supporting informed decision making regarding student progress, in addition to identifying what data is collected, by whom and when. The data plan outlines college-wide targets and links to targets identified in the school's AIP and EIA. Teachers indicate that they use a range of data sets in their everyday work. Teaching staff identify opportunities to analyse student performance data during staff development day activities and during faculty-based activities. Teacher ability to analyse data and identify problems of practice and remediation strategies for a broad range of students varies. Teachers express a desire to engage in collegial data analysis episodes and participate in Professional Development (PD) to improve their data literacy and standardise college-wide data practices.

The college undertakes internal year level moderation across all faculties.

Moderation is predominantly led by faculty HODs or year curriculum coordinators at the end of each teaching cycle. Some year level subject teams meet regularly to implement a pre-moderation, curriculum calibration process. Teachers engaging in these activities indicate that this process is developing their understanding of the AC achievement standards, their skills at making consistent judgements regarding student work, and informing ongoing curriculum planning. The college is yet to establish clear, consistent guidelines for teachers

to effectively participate in the process. Some teachers express they would value the opportunity to engage with other schools undertaking similar curriculum experiences, articulating the belief that the process would build their capabilities in checking for consistency of judgement using the AC achievement standards.

College leaders recognise that highly effective teaching is the key to improving student learning throughout the college.

The college's EIA of effective pedagogical practices reflects the leadership team's commitment to ensuring students and teachers engage in high quality and well-researched teaching and learning activities. The R2L initiative has been implemented across the college to support the consistent teaching of reading and to ensure reading is taught across learning areas. The initiative is establishing a consistent reading pedagogy and the engagement of a literacy coach is building teacher capability in this area. Teachers indicate that they value the professional learning that has accompanied the roll out of the program and articulate the viewpoint that the initiative will ultimately improve reading at the college.

The extensive range of activities available at the college provides a vibrant, supportive, inclusive and diverse college environment.

College activities support students to develop leadership opportunities, have a strong voice, and drive innovation in what happens at the college. Academic tutoring, sports coaching, the Arts, Science, Technology, Engineering and Mathematics (STEM), EcoMarines, and celebration of a wide range of cultural and diversity groups are led through a student representative council and dedicated teachers. The broad range of clubs and activities is organised and rostered throughout the school year to engage and promote a strong sense of opportunity, participation and belonging in the college. A number of lunchtime clubs and activities have been initiated to facilitate stronger college engagement for students including diversity and cultural activities.

2.2 Key improvement strategies

Sharpen and tighten the college improvement priorities to generate staff understanding, commitment to the identified work and consistent implementation.

Develop and implement consistent line management practices, to ensure line of sight and monitoring of college priorities, to sharpen accountability for student performance.

Establish a systematic college-wide process to quality assure that curriculum practices are enacted and delivered consistently.

Further develop opportunities to improve staff data literacy, standardise data analysis and collaboratively engage with data to enhance the use of data in improving student outcomes.

Collaboratively review internal moderation practices to ensure consistency across the college and explore opportunities to introduce external or cluster moderation.