

Brisbane Bayside State College

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 **Brisbane Bayside State College** from **2 to 6 June 2017**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Robin Sprott	Peer reviewer
Ross Robertson	Peer Reviewer
Glyn Thomas	External reviewer



1.2 School context

Location:	Network Drive, Wynnum West
Education region:	Metropolitan Region
Year opened:	2010
Year levels:	Year 7 to Year 12
Enrolment:	911
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	996
Year principal appointed:	2017
Full-time equivalent staff:	80
Significant partner schools:	Wynnum West State School, Wondall Heights State School, Wynnum State School, Manly West State School, Manly State School, Tingalpa State School, Gumdale State School, Wynnum State High School
Significant community partnerships:	Wynnum Manly Leagues Club - Traineeships, Wynnum Manly State Education (WMSEA)
Significant school programs:	Bayside Enrichment Academic Program (BEAP), Sports Training Extension Pathways (STEP), Bayside Excellence in the Arts Talent Program (BEAT), Science, Technology, Engineering, Mathematics (STEM), GRADU8 (Senior Pathways)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 62 teachers, four teacher aides, two cleaners, Business Service Managers (BSM), six administration officers, chaplain, 87 students, Parents and Citizens' Association (P&C) president and six parents.

Community and business groups:

- Wynnum Manly Leagues Club Vocational Education and Training (VET) coordinator.

Partner schools and other educational providers:

- Principal Moreton Bay Outdoor Education Centre (OEC).

Government and departmental representatives:

- State Member for Lytton, Youth health nurse and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Responsible Behaviour Plan
Investing for Success 2017	Strategic Plan 2014-17
Headline Indicators (2016 release)	School Data Profile 2017
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

Engagement with and participation in the community is central to the ethos of the college.

This is reflected in the extensive Vocational and Education Training (VET) offerings that involve strong and effective partnerships with government and non-government agencies, local businesses, community organisations and individuals. The college is part of the Wynnum Cluster of schools that succeeded in winning the Showcase Award for Leadership.

The college engages a range of successful senior pathways and tracking processes to improve career pathways for students.

Recent results including 100 per cent achievement in Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA) in 2015 and 2016 reflect the success of these strategies.

The college leadership team including the previous principal has established an improvement agenda in building Bayside's Brand, building capacity in literacy and numeracy learning delivery, and building Senior Schooling Pathways.

An extensive range of specific strategies sits beneath each of the goal areas. College targets are established for each of the three goal areas. Some leaders are able to articulate college targets and include them in faculty action plans. All teachers are not yet clear as to the connection of college targets to classroom practice. Some teachers and leaders express the belief that the priority agenda is overcrowded.

The college leadership team has a well-developed, working knowledge of current research and takes a multi-faceted approach to developing effective teaching practice.

Teaching staff members have been provided with a range of Professional Development (PD) in effective teaching strategies aligned to the framework. The level of embeddedness of the entirety of this framework is not yet consistent across the college.

Teachers across the college reflect the belief that all students are capable of learning successfully, given appropriate learning opportunities and necessary support.

Students, parents and teachers applaud the range of programs and subjects available to respond to student interests and career pathways. A Differentiation - The What and How, is a reference artefact based on the Maker Model¹ that provides some guidance to teachers in their differentiation practices. Some teachers and leaders refer to this resource when articulating differentiation strategies. An explicit pedagogical focus for academic classes associated with Upper Two Bands (U2B) achievement is in development.

¹ Maker, C., & Schiever, S. W. (2005). *Teaching models in education of the gifted*. PRO-ED, Inc. 8700 Shoal Creek Blvd, Austin, TX 78757.



A strong sense of collegiality exists amongst staff members and a commitment to work together to improve student learning.

There is a range of initiatives used by the college to establish a culture that values diversity, social justice and learning. The college articulates clear expectations regarding positive student behaviour and four core college rules are reinforced through displays throughout the school grounds. Teachers, students and parents predominantly indicate a need to review behaviour management strategies to ensure consistent processes across the college.

The college has a documented governance structure.

Some leadership roles are clearly defined and aligned to the Explicit Improvement Agenda (EIA). College leaders recognise the importance of a review of leadership team roles and responsibilities to align with systemic agendas and the college priorities to ensure appropriate allocation of human resources. Some key positions are not yet closely aligned to college priorities and do not yet have explicit review processes to evaluate their impact on student outcomes.

The college is moving towards a documented curriculum based on state requirements and the Australian Curriculum (AC) with clear plans established to continue its development.

A suite of curriculum delivery programs is developed by the college to meet the needs of the range of students, including Bayside Excellence in the Arts Talent program (BEAT), Sports Training Extension Pathways (STEP), Science, Technology, Engineering, Mathematics (STEM) program, and Bayside Enrichment Academic Program (BEAP). The measurement of their impact and connection to the AC provide an opportunity for further development.

There is a range of initiatives being used by the college to establish a culture that values diversity, social justice and learning.

Support for students and teaching staff is provided through an array of methods including the guidance officer, chaplain, school nurse, youth support co-ordinator and Indigenous support tutor. The college has a rewards program that reinforces positive student behaviour using tuckshop vouchers, sports prizes and stationery.



2.2 Key improvement strategies

Develop a collaborative strategic planning process to narrow and sharpen the EIA, ensuring clarification, monitoring and feedback regarding the roles of staff members in achieving college priorities and targets.

Review and refine the college approaches to behaviour management, ensuring consistent application of the Positive Behaviour Plan across the college.

Review, clarify and simplify the current pedagogical practices of the college with a view to establishing a consistent common language of instruction.

Review the roles of the leadership team, master teacher, and other leadership positions in the college to develop a clear line management structure that aligns with systemic priorities and ensures appropriate allocation of human resources.

Develop an explicit whole of college plan for elevated learners that encompasses U2B targets and preferred models of pedagogy including a broad range of engagement strategies.

Continue to support the development of curriculum delivery ensuring that the planning, assessment, classroom delivery and reporting reflect the intent of the AC, the new Queensland senior curriculum and meet the needs of all learners.