Bundaberg State High School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Bundaberg State High School** from **12** to **15 February 2018**.

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 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 Sampson	Internal reviewer
Terry Heath	Peer Reviewer
Jenny Nayler	External reviewer

1.2 School context

Location:	Maryborough Street, Bundaberg
Education region:	North Coast Region
Year opened:	1912
Year levels:	Year 7 to Year 12
Enrolment:	1 452
Indigenous enrolment percentage:	11.1 per cent
Students with disability enrolment percentage:	9.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	940
Year principal appointed:	2014
Full-time equivalent staff:	105
Significant partner schools:	Bundaberg North State High School, Kepnock State High School, Isis District State High School, Rosedale State School, Gin Gin State High School, Feeder primary school cluster – Bundaberg Central State School, Norville State School, Branyan Road State School, Walkervale State School, Bundaberg South State School, Thabeban State School, Bundaberg West State School
Significant community partnerships:	Bundaberg Regional Youth Hub including all six high schools plus community - 54 partners, Bundaberg Industry Reference Group including 10 main employers and six state school principals, Educating Youth Excellence (EYE) alternate program youth justice/families/Headspace, Read to Grow event – approximately1000 primary students - Bundaberg Regional Council, Semi School Bundaberg Human Powered Vehicle (HPV) Super Sprint - business sponsors and local government support
Significant school programs:	Whole School Reading, including Rapid Reading, International Student Program, Instrumental Music, Sports Extension, Dance Excellence , Drama Excellence, Maths success school - North Coast Region initiative, learning support, Special Education Program (SEP), EXCEL (Enhancing eXcellence in Curriculum, Extra-curricular & Leadership) program, Café – Vocational Education and Training (VET) students

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 84 teachers including Heads of Department (HOD), two Business Managers (BM), 26 non-teaching staff members, 45 students, member of Parents and Citizens' Association (P&C), two Indigenous leaders and 15 parents.

Community and business groups:

- Representative of Bundaberg Regional Council and representative of the Friendly Society Private Hospital.

Partner schools and other educational providers:

- Principal Bundaberg West State School, principal Branyan Road State School, deputy principal Kepnock State High School, representatives from Technical and Further Education (TAFE) and Central Queensland University (CQU).

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2018-2021
Faculty Annual Implementation Plans	School Data Profile (Semester 2, 2017)
Headline Indicators (Semester 2, 2017)	School budget overview
OneSchool Data	Curriculum planning documents
Professional learning plan 2018	Reading framework
School improvement targets 2018	School newsletters and website
School Unit Planning Processes	School Facebook Page
School Opinion Survey – 2017	School Data Plan
Responsible Behaviour Plan	School Pedagogical Framework
Student Free Day Professional Development Program	

2. Executive summary

2.1 Key findings

The parent community strongly commends the school's inclusive culture and values.

Parents articulate that the school has positioned itself as a school of choice in the Bundaberg district through its provision of a diverse set of pathways and programs resourced from a wide range of sustainable and valued community partnerships.

High levels of trust are apparent across the student and parent community.

A wide range of extracurricular programs has been developed by highly committed teachers to extend wellbeing, learning and vocational opportunities for students. Student leaders commend the critical role most teachers have played in their development as confident and capable young citizens by investing time to understand and respond to individual needs. Students express their gratitude for the ongoing constructive feedback and tutoring provided by many of their teachers. Parents and students commend the allocation of coaches to all students in the senior school.

The literacy team has been acknowledged for their successful whole-school reading approach, intervention programs and expert team model as a finalist in the 2017 University of Queensland (UQ) Showcase Award for Excellence in the Junior Secondary Years.

The school's reading framework provides for the scheduled introduction of evidence-based and locally-developed reading practices to build reading comprehension strategies across all year levels. Teachers report satisfaction with literacy coach support. The Rapid Reading program is utilised to build reading capacity across Year 7 classes. This intensive intervention program, providing individual instruction, builds fluency, promotes reading habits and comprehension strategies.

The school executive team, comprised of the principal and deputy principals, is united in driving an Explicit Improvement Agenda (EIA) focused on improving the quality of teaching and learning throughout the school.

This agenda focuses on the three key areas of the Art and Science of Teaching (ASoT), attendance and reading. The priorities detailed in the 2018 Annual Implementation Plan (AIP) are Successful Learners, Teaching Quality, and Collaborative Empowerment. Staff members are not yet able to clearly articulate the priorities of the EIA or identify the staff members responsible for driving these priorities.

The leadership team, consisting of the executive team and Heads of Department (HOD), is committed to improving communication.

Some staff members advocate for increased involvement of executive leaders in the staff wellbeing initiatives. To improve the wellbeing of staff members, a range of initiatives is planned to enhance communication, transparency and collaboration in decision making.

Teachers and leaders have identified what teachers should teach and what students should learn.

Curriculum planning for Years 7 to 10 draws on the Australian Curriculum (AC). Faculties utilise a range of formats and approaches to clarify the year level curriculum in learning areas from Years 7 to 10. Faculties responsible for learning areas, including the Arts, technologies and languages, are creating year level plans to clarify the curriculum scope and sequence using the AC. School leaders are undertaking work in preparation for changes to senior schooling curriculum and assessment. The school is yet to develop a whole-school curriculum plan and share this with parents.

Leaders and teachers identify Marzano's[1] *The Art and Science of Teaching: A comprehensive framework for effective instruction* as informing the school's pedagogical framework.

Some members of the teaching staff have undertaken professional learning related to the ASoT framework. Leaders and teachers identify the need for staff professional learning in relation to the ASoT framework.

The principal and some leaders model professional learning in different areas of the improvement agenda.

The reading agenda is well supported and modelled by literacy coaches and most HODs. Numeracy and behaviour coaches provide support to teachers. The depth and regularity of modelling, monitoring and feedback provided by instructional leaders regarding priorities vary across the school.

Teachers and faculties utilise learning experiences that are accessible, engaging and challenging for the full range of learners.

Projects including the NASA Space Design Competition, the Re-Engineering Australia (REA) Foundation F1 in Schools, and the Maryborough Technology Challenge have resulted in local, national and international recognition for student achievement in Science, Technology, Engineering, Mathematics (STEM).

Teaching staff members commend the quality of support provided by teacher aides.

Teacher aides are responsive and committed to supporting teachers to meet student needs. They are included in Professional Development (PD) opportunities provided within and outside the school.

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Ascd.

2.2 Key improvement strategies

Review the school's EIA to ensure there is a narrow and sharp focus that aligns key priorities with those documented in the school's AIP and clarify the roles, responsibilities and accountabilities of all staff members in driving the EIA.

Clarify and communicate the roles of the executive leadership team and HODs in driving the improvement priorities and the staff wellbeing portfolio.

Collaboratively develop and implement a whole-school curriculum plan.

Develop and implement a whole-school approach to building staff capability in relation to the school's pedagogical framework.

Revisit the roles and responsibilities of leaders to clarify expectations for modelling, monitoring, support and feedback to teachers regarding progress related to the school priorities.