

Bundamba State Secondary 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 **Bundamba State Secondary College** from **31 October 2017** to **3 November 2017**.

The report presents an evaluation of the college's performance against the nine domains of the [National College Improvement Tool](#). It also recommends improvement strategies for the college to consider 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.

The college will publish the executive summary on the college 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.

An action plan will be developed and submitted to SIU and region within six weeks of the college receiving the report.

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

1.1 Review team

Valerie Hadgelias	Senior reviewer, SIU (review chair)
Joseba Larrazabal	Peer reviewer
Jim Horton	External reviewer
Ken Rogers	External reviewer



1.2 College context

Location:	Naomai Street, Bundamba
Education region:	Metropolitan Region
Year opened:	1970
Year levels:	Year 7 to Year 12
Enrolment:	923
Indigenous enrolment percentage:	14.5 per cent
Students with disability enrolment percentage:	7.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	911
Year principal appointed:	2017
Full-time equivalent staff:	76.9
Significant partner colleges:	Bundamba State School, Silkstone State School (Professional Learning Hub), Bremer State High School, Ipswich State High School, Rosewood State High School, Lowood State High School (Professional Learning Hub), Moreton Secondary Colleges Cluster
Significant community partnerships:	Queensland Minerals and Energy Academy (QMEA), Australian Business and Community Network (ABCN), University of Southern Queensland (USQ), University of Queensland (UQ), Griffith University, Gold Coast College of Construction, Hutchinson Builders, Apprenticeships Queensland, TAFE (Technical and Further Education) South West, Aurora Training Institute, Axiom College, LIVIN, Returned and Services League of Australia (RSL), Salvation Army, Queensland Police Service (QPS) Mates in Blue, Youth Justice Centre, A Fresh Start, ARTIE FOGS (Former Origin Greats)
Significant college programs:	Intensive English Centre, LIVIN Wellbeing, Engage2Learn, Positive Behaviour for Learning (PBL), ChangeMakers, QuickSmart, Mates in Blue, GAMECHANGER, Leadership Training Centre (climbing program), ARTIE Tutoring, UQ Young Achievers



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

College community:

- Principal, three deputy principals, Business Manager (BM), nine Heads of Department (HOD), three Deans of Students, Head of Special Education Services (HOSES) - Learning Engagement Centre (LEC), HOSES - English as an Additional Language or Dialect (EAL/D), six year coordinators, success coach, Community Education Counsellor (CEC), guidance officer, youth support coordinator, Business Liaison Officer, 44 classroom teachers, 10 teacher aides, seven office staff, two facilities officers, two cleaners, tuckshop convenor, Parents and Citizens' Association (P&C) president, 12 parents, 34 students and two computer technicians.

Community and business groups:

- Coordinator of ARTIE tutoring program.

Partner colleges and other educational providers:

- Principal Bundamba State School, executive principal Bremer State High School, principal Ipswich State High School and principal Riverview State School.

Government and departmental representatives:

- Councillor for Ipswich City Council, ARD, senior guidance officer and quality teaching mentor.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Data Profile (Semester 2, 2017)
Investing for Success 2017	College budget overview
Headline Indicators (2017 release)	Curriculum planning documents
OneSchool	Strategic Plan 2014-2017
Professional learning plan 2018	Enrolment package
College improvement targets	College newsletters and website
College pedagogical framework	School Opinion Survey
College data plan	Staff Handbook 2017
Responsible Behaviour Plan	Coaching documentation
Draft Moderation Guidelines	Subject selection handbooks
Position descriptions	Draft Assessment Flowchart



2. Executive summary

2.1 Key findings

College leaders and staff members recognise the development and implementation of a quality curriculum are crucial to the engagement of students in effective learning.

A significant initiative has focused on building the leadership capability of HODs in leading the implementation of the Australian curriculum (AC). Collaborative curriculum planning processes have been introduced. Building teacher capability in using the AC achievement standards and Guides to Making Judgements (GTMJ) has been identified by college leaders as an important priority. The leadership team has identified the need to implement consistent and rigorous moderation processes across all curriculum areas, across all year levels, as a high priority.

The college has attracted a team of committed professional staff members who demonstrate a willingness to make a difference on behalf of all students.

There is a collegial culture of trust amongst staff. Staff members complement each other and teachers work together in mutually supportive ways. Students express the belief that their teachers are highly committed to their learning. Many students speak positively about the support they receive from their teachers.

Many staff members identify positive changes that have been implemented in the past 12 months.

The college has had a period of instability in leadership positions in recent years. A number of staff members and other college community members express satisfaction that new permanent leaders are appointed and a clear direction for the college is being established. A sense of optimism is apparent.

The college is prioritising its financial resources in a targeted manner focused on meeting the learning needs of students.

The college offers a range of courses and opportunities to cater for the diverse needs and interests of students. The resourcing of these courses and opportunities allows for their successful implementation. There are systems established to appropriately deploy staff members to meet the learning needs of all students, based on the expertise of staff and the complex range of needs apparent across the college.

The college is implementing the Positive Behaviour for Learning (PBL) framework.

Student behaviour is identified as challenging by staff members, parents and students. There are a number of agreed strategies for managing student behaviour including Strategies to Achieve Reading Success (STARS) classroom routines, and the buddy system. Students and staff members express concerns regarding inconsistency amongst teachers in implementing agreed strategies. College leaders indicate that Professional Development (PD) in the Essential Skills in Classroom Management (ESCM) will be undertaken by all staff members in 2018 and classroom profiling will be implemented.



College leaders are convinced that a key to improved student outcomes is the continual improvement in teaching expertise.

Success in realizing any improvement initiative is dependent on the effective implementation of the improvement initiative at the classroom level. The enhanced role of deputy principals and Heads of Departments (HOD) as instructional leaders is recognised as a crucial next step in driving the college's improvement agenda.

College staff members are committed to the success of all students and there is a belief across the college that students can learn and achieve.

There are emerging practices involving staff members reviewing individual student academic data. This data is utilised in the planning phase of units. Initial training to enhance data literacy amongst staff members commenced this year and was valued by staff. Many teachers acknowledge the need to extend students with the potential for high performance through further adaptation of the curriculum and the design of alternative assessment pieces. The development of strategies to maximise the learning of students who have the capacity to perform at higher Levels of Achievement (LOA) is yet to occur in every faculty.

The college has a documented pedagogical framework informed by Marzano's¹ The Art and Science of Teaching (ASoT) framework.

Teachers are recognised by their students as caring and supportive of their learning, and teachers consistently demonstrate a commitment to improving their pedagogical practice to enhance the success of their students. It is not yet clear that the broader college leadership team has a shared understanding and commitment to the implementation of the pedagogical framework.

The college has identified the need to develop strong processes that can further support the mental health needs of students and staff members as a high priority.

The college has introduced a program supported by the LIVIN charity to support students and encourage them to speak up about mental health issues. Two different School Based Youth Health Nurses (SBYHN) are employed for one day each per week. They work in collaboration with the youth support coordinator to support young people's health and wellbeing and refer students on to other government and non-government agencies that are able to offer specialised assistance.

College staff members are committed to the success of all students and there is a belief across the college that students can learn and achieve.

Staff members are conscious of the personal challenges some students face in order to engage in learning and a strong wellbeing philosophy underpins many aspects of the college's operation.

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



2.2 Key improvement strategies

Develop a coherent whole-college plan for curriculum delivery across Years 7 to 12, including a rigorous whole-college approach to assessment and moderation.

Develop a clear shared vision for a culture of high expectations of student achievement and behaviour, and develop processes to enact this vision and monitor progress to ensure rigorous implementation.

Build the capacity of the broader college leadership team to operate as effective instructional leaders and drivers of the college's improvement agenda.

Develop a whole-college strategy for differentiated teaching and learning to address the needs of all students, including those capable of higher LOAs.

Develop the skills of the broader leadership team to build a deeper understanding of the pedagogical framework, ASoT, and commitment to its implementation.

Develop additional partnerships with agencies that can support the mental health needs of students.