

Bundamba State Secondary College

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Bundamba State Secondary College** from **20 to 23 April 2021**.

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Deborah Stewart	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Naomai Street, Bundamba	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	985	
Indigenous enrolment percentage:	18 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	22 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	914	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, seven Heads of Department (HOD), six Heads of Year (HOY), two Heads of Special Education Services (HOSES), Business Manager (BM), two guidance officers, 27 teachers, nine teacher aides, administration officer, Information Technology (IT) support officer, five cleaners, business liaison officer, Community Education Counsellor (CEC), Multi-Pacifica Island Officer, president, vice president and treasurer of Parents and Citizens' Association (P&C), 64 students and 11 parents.

Community and business groups:

- Youth Support Coordinator (YSC) Ipswich Community Youth Service.

Partner schools and other educational providers:

- Chief executive officer and pathways officer WestEC Trade Training Centre (TTC), deputy principal of Riverview State School and deputy principal of Bundamba State School.

Government and departmental representatives:

- Federal Member for Blair and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	College attendance policy
Investing for Success 2021	Strategic Plan 2020-2023
OneSchool	School budget overview
College pedagogical framework overview	Curriculum planning documents
College data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Professional learning and development plan 2021	School based curriculum, assessment and reporting framework
Headline Indicators (October 2020 release)	School Data Profile (Semester 1 2020)



2. Executive summary

2.1 Key findings

Staff members share a collective willingness and enthusiasm to support students in their learning.

Staff demonstrate an understanding of student backgrounds, including those with complex needs. They recognise the importance of positive and caring relationships to successful learning and genuinely commit to building these relationships with students and their families. A positive, professional tone is apparent amongst staff members.

Staff members are committed to the success of all students and a college-wide belief exists that all students are able to learn and achieve.

Staff members are conscious of the personal challenges some students face in order to engage in learning. A strong wellbeing philosophy underpins many aspects of the college's operations. The principal is committed to all students having opportunities to experience success, a sense of belonging, and personal growth.

The principal articulates that the combination of well-articulated curriculum and highly skilled teachers are pre-conditions for student learning.

A commitment to coaching, mentoring and continuous professional learning to build a professional team of highly able teachers and leaders is apparent. The College Observation Model (COM) is an established program at the college. Many staff members speak highly of this approach to collegial engagement that includes self-reflection processes in addition to the provision of focused feedback.

College leaders are united, and have established a caring and positive learning culture.

High expectations for learning, behaviour, engagement and attendance are apparent. The Annual Implementation Plan (AIP) identifies a number of qualitative and quantitative targets. Student-focused, quantitative targets are described for attendance and a reduction in School Disciplinary Absences (SDAs). The AIP additionally indicates an intention to realise improvement in relative gain in National Assessment Program – Literacy and Numeracy (NAPLAN), and LOA class/subject performance. The principal acknowledges the need to measure the impact of current strategic initiatives.

A commitment to implementing the Australian Curriculum (AC) across Years 7 to 10 with fidelity is apparent.

An extensive Quality Assurance (QA) process is developed, and is utilised to ensure the veracity of year/band plans and unit plans in addition to assessment items. A focus on reliable and valid assessment and achievement data through rigorous calibration and moderation processes is apparent.



Teachers speak positively regarding strong personal and professional support for each other.

Staff wellbeing has been a clear focus in recent years, with school leaders ensuring all staff are being professionally and personally supported as required. Many staff share anecdotes of support from leaders and peers. College leaders, guidance officers, and other specialist staff acknowledge the importance of developing a whole-school wellbeing framework. This is ongoing and emerging work, and will complement the strong focus on student wellbeing already established at the college.

The leadership team is committed to the effective implementation of research-based teaching practices.

The importance of highly effective teaching to realise improved student learning outcomes is recognised. Staff members identify the importance of literacy, with the area of reading consistently referenced. A detailed understanding of the instructional components of the school's agreed pedagogical approaches is emerging.

Staff members are committed to a college-wide culture of inclusivity.

School staff express the belief that an inclusive culture will assist in maximising the engagement, learning and outcomes for the full range of students. College leaders place high priority on ensuring that staff identify and address the learning needs of all students. The clear commitment to ensuring staff capability building regarding differentiation is prioritised.

Local community leaders support and speak well of the college, recognising growing levels of community confidence.

Parents are extremely appreciative of the efforts of staff and their commitment to their children. Parents and families are recognised as integral members of the school community and the efforts made by staff members to keep parents informed of student learning programs and student progress are greatly appreciated.

The principal describes, and staff members concur, that since the last review, significant progress has been made at the college.

Staff members describe advancements with regards to: systematic curriculum delivery including assessment and moderation; promoting high expectations; implementing research-based pedagogical practices; prioritising financial resources in a targeted manner; and developing a culture of care. Staff members and parents are appreciative of, and express confidence in, the principal's clear direction for the college.



2.2 Key improvement strategies

Devise and communicate a set of student-focused improvement targets expressed in terms of measurable student outcomes aligned to current initiatives in learning, engagement and wellbeing.

Sustain QA practices leading to the precise alignment and consistent implementation of the AC across all faculties.

Further develop and implement a research-based approach to staff, student and community wellbeing to optimise learning outcomes for all students.

Strengthen teachers' understanding of the college's agreed pedagogical approaches and practices, and quality assure their rigorous and consistent implementation in all classrooms.

Deepen teachers' knowledge and understanding in best practice high-yield differentiation to meet the needs of the full range of students, including high achieving students.