Bundamba State Secondary College

# School review report

## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.



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# 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Bundamba State Secondary College** from **21** to **23 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the _National School Improvement Tool_. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

## 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

## 1.2 Review team

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|---|---|
| Julie Pozzoli | Internal reviewer, SRR (review chair) |
| Louise Wilkinson | Internal reviewer, SRR |
| Frank Brunetto | Peer reviewer |
| Wayne Troyhan | External reviewer |

## 1.3 Contributing stakeholders



Consultation

Total of 124 interviews | 11 community members and stakeholders | 63 school staff | 39 students | 11 parents and carers

## 1.4 School context

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| **Indigenous land name:** | Yagera<br><br>We acknowledge the shared lands of the Yagera nation and the Yagera people of the Yagera language region. |
| **Education region:** | Metropolitan Region |
| **Year levels:** | Years 7 to 12 |
| **Enrolment:** | 933 |
| **Indigenous enrolment percentage:** | 17% |
| **Students with disability percentage:** | 25% |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 907 |

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **20** to **23 April 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 914 and the school enrolment was 985 with an Indigenous enrolment of 18% and a student with disability enrolment of 22%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 1)

- Sustain Quality Assurance (QA) practices leading to the precise alignment and consistent implementation of the Australian Curriculum (AC) across all faculties. (Domain 6)

- Further develop and implement a research-based approach to staff, student and community wellbeing to optimise learning outcomes for all students. (Domain 3)

- Strengthen teachers' understanding of the college's agreed pedagogical approaches and practices, and quality assure their rigorous and consistent implementation in all classrooms. (Domain 8)

- 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. (Domain 7)

# 2. Executive summary

## 2.1 Key affirmations

**Leaders identify an unrelenting focus on college improvement.**

As a cohesive team, college leaders are driving a strong improvement agenda derived from data, reflective of their college environment and expressed in realistic student outcome targets. Many parents express appreciation for the particular attention provided to their child and how college staff are 'really enabling success'. Students comment that 'teachers offer to give us their time' and they appreciate their encouragement to improve.

**Developing a positive culture through care and connection.**

Many teachers speak of their positive relationship with students, with most students describing their strong connection with teachers. Staff value the highly collegial nature of their workplace. Most staff speak of the care and support provided by colleagues, describing it as one of the great attributes of the college. Most staff describe the importance of teamwork in supporting what the college is trying to achieve. Many parents speak of their appreciation of the processes and innovations to support students.

**Leaders articulate a shared belief that 'every student can learn, improve and try'.**

Students comment that 'teachers set you up for real life'. Across the college, staff members consistently express commitment to make a difference with the full range of students. Leaders and teachers express their awareness of the backgrounds and ability levels of students. Teachers describe how they use curriculum to inform, engage and empower students. They show an ethic of care and want every student to reach their potential. This is apparent in day-to-day interactions between students and staff.

**A high priority on building and maintaining productive partnerships is apparent.**

Staff view parents and families as partners in their child's education and actively encourage them to participate in a range of celebrations and activities within the college. Engagement with and participation in the wider community is a focus of the college. Currently there exists a strong connection with identified community businesses and organisations. Relationships with local feeder schools are positive with a desire to engage on a regular basis to improve student outcomes.

## 2.2 Key improvement strategies

**Domain 5:** An expert teaching team

Undertake systematic processes to develop the instructional leadership of all leaders.

**Domain 6:** Systematic curriculum delivery

Develop systematic processes and structures to consistently document, monitor and review the curriculum.

**Domain 7:** Differentiated teaching and learning

Develop and enact an agreed whole-college approach to differentiated teaching and learning to support all students' access to, and achievement in, the curriculum.

**Domain 3:** A culture that promotes learning

Further explore and implement locally responsive and innovative strategies to lift student attendance.

**Domain 9:** School-community partnerships

Review current, and explore new, partnerships, to identify opportunities to positively contribute to enhancing student learning outcomes.

## 2.3 Improvement strategies summary

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| *Domain 1: An explicit improvement agenda* |
| Collaboratively develop action plans for key priorities that include aspirational, yet realistic, timelines to provide collective understanding and ownership for the college's strategic direction. |
| *Domain 2: Analysis and discussion of data* |
| Build the data literacy of teachers to use data to identify next steps for teaching, track student progress and reflect on effectiveness of teaching practice. |
| *Domain 3: A culture that promotes learning* |
| **Further explore and implement locally responsive and innovative strategies to lift student attendance.** |
| Embed in the Positive Behaviour for Learning (PBL) approach, collaboratively developed strategies that reduce the incidence of inappropriate behaviour in non-classroom environments. |
| *Domain 4: Targeted use of school resources* |
| Implement a process to regularly review and determine the impact of human resource investments on lifting student engagement, achievement and wellbeing. |
| Implement collaborative budgeting processes to ensure decision making is transparent and accountable. |
| *Domain 5: An expert teaching team* |
| **Undertake systematic processes to develop the instructional leadership of all leaders.** |
| Collaboratively develop and implement a collegial engagement framework to develop teachers' professional capabilities in line with college priorities. |
| Implement an Annual Performance Development Plan (APDP) process for all teaching and non-teaching staff to support their continued development. |
| *Domain 6: Systematic curriculum delivery* |
| **Develop systematic processes and structures to consistently document, monitor and review the curriculum.** |
| Develop a whole-college curriculum, assessment and reporting plan that meets P-12 curriculum, assessment and reporting framework (P-12 CARF) requirements and makes curriculum expectations clear for teachers across three levels of planning. |
| Implement strategies for leaders to participate in planning, moderating and observing classrooms to ensure that the planned curriculum is the enacted curriculum. |
| *Domain 7: Differentiated teaching and learning* |
| **Develop and enact an agreed whole-college approach to differentiated teaching and learning to support all students' access to, and achievement in, the curriculum.** |
| Develop an agreed vision for inclusive education across the college to underpin systems and processes and drive staff capability to implement evidence-based inclusive practices. |
| Build the capability of teachers to consistently implement data-informed differentiated, focused and/or intensive teaching and learning to ensure all students access, participate and progress through the curriculum. |
| *Domain 8: Effective pedagogical practices* |
| Further develop the instructional leadership capability of Heads of Department (HOD) to incrementally lead the implementation of identified pedagogies. |
| *Domain 9: School-community partnerships* |
| **Review current, and explore new, partnerships, to identify opportunities to positively contribute to enhancing student learning outcomes.** |
| Collaborate with local primary schools to explore curriculum continuity, capability development and further opportunities leading to enhanced outcomes for the full range of students. |

## 3. Findings and improvement strategies against the domains

### 3.1 An explicit improvement agenda

#### Findings

Executive leaders identify a 'never ending' vision for the college as being a 'Just Cause' signifying their unrelenting focus on student improvement. As a cohesive team, they drive a strong improvement agenda derived from data, reflective of their environment and expressed in realistic student outcome targets.

Three organisers for Just Cause –Successful Students, Endless Opportunities and Empowered Communities – are considered by leaders and quoted by staff as the Explicit Improvement Agenda (EIA). The 2023–2026 Strategic Plan and the 2023 Annual Implementation Plan (AIP) are constructed around the organisers, with Faculty Action Plans (FAP) and Specialist Action Plans (SAP) aligning to the same format. Leaders and teachers indicate that this consistency allows for line of sight for strategic planning. Research-based practice is apparent in strategic documents.

Staff members articulate that the strategic plan was developed from direct input and consultation of college and community members. The 2022 inaugural Bundamba Fest provided a forum for the input of ideas and the determination of college priorities. Many teachers indicate that this practice provided an opportunity for their opinion to be shared, and they recognise their voice in the resulting plans. They express a strong sense of ownership for the strategic documents.

Shared accountability and responsibility where 'it is everyone's business', in addition to building capacity of leaders and visible consistency, characterise the strategies of the improvement agenda. An example that demonstrates visible consistency is the focus 'look like learners, behave like learners'. The principal indicates that this focus ensures sustainability of improvement.

Executive leaders describe the significant work to be undertaken regarding student attendance, engagement, retention and achievement. Staff and students describe programs and activities implemented specifically for student engagement.

Most staff appreciate the need for change and indicate that the work undertaken is the 'right work'. Some staff express feeling overwhelmed, and indicate that a structured plan outlining what will be achieved and when would lessen the impact and provide an opportunity to measure the success or reflect on the implementation/progress of changes. Some staff indicate that explicitly stating the reasons behind the changes would also provide clarity.

Leaders recognise the unique environment of the college and endeavour to create context-specific solutions. An example is the implementation of an intensive literacy program designed to address the significant low literacy levels of Years 7 and 8 students. Many teachers describe being literate as the cornerstone for successful learners with a leader expressing that it gives 'kids the ability to open their own doors'.

Executive leaders express confidence in being able to progress the college's improvement journey the implementation of strategies designed to address college priorities. Many staff and community members recognise the work undertaken and the gains made in a short period of time. A sense of positivity and optimism is expressed by many.

## Improvement strategy

Collaboratively develop action plans for key priorities that include aspirational, yet realistic, timelines to provide collective understanding and ownership for the college's strategic direction.

## 3.2 Analysis and discussion of data

### Findings

Executive leaders articulate the importance of data in making informed decisions on college improvement. The principal views reliable and timely data as important to improving student learning outcomes to plan the next steps in the improvement journey.

Leaders acknowledge construction of a detailed data plan in 2022 with college-wide use commencing in 2023. Teachers are yet to reference the data plan. Teachers convey varying degrees of confidence and expertise in analysing and responding to student data. Some teachers describe using class dashboard to analyse class-specific data including Level of Achievement (LOA) and National Assessment Program – Literacy and Numeracy (NAPLAN) to identify starting points for teaching. Executive leaders indicate that faculty HODs are responsible for working with teachers regarding this data analysis. Some teachers describe this practice as variable.

Several diagnostic assessment tools are utilised to monitor student learning with an emphasis on literacy. Some staff members acknowledge the importance of gathering this information to determine the next steps for learning. Teacher understanding of diagnostic testing instruments and the ensuing data is variable across the college.

Long-term analysis of achievement in literacy and numeracy through the triangulation of college-based and standardised assessments, LOA and NAPLAN data is yet to be consistent practice. The principal indicates the necessity of this triangulation for Quality Assurance (QA).

Leaders describe that the data literacy of teachers is variable. They indicate many staff are unable to unpack LOA data and correlate this data with their teaching practices. Some staff express that the use of formative data is used to adapt their teaching practice. This strategy is yet to be applied to summative assessment. The rigour and depth of the collection, analysis and deep understanding of data is yet to be consistent.

PBL is an established approach to supporting student behaviour and learning. The PBL team is aware of the need to systematically collect and analyse behaviour data. A focus on promoting positive behaviour data to the college community is a conscious action by leaders. Staff members indicate that PBL lessons will be designed to respond to the analysed data.

Attendance data is collected through IDAttend and utilised by some leaders and staff to track attendance across the college. Attendance targets are shared and celebrated on assemblies. Teachers express that further review of attendance strategies for their impact would be welcomed to improve student outcomes. Leaders acknowledge there is scope for deeper analysis of attendance data.

The leadership team recognises the importance of tracking student progress towards successful completion of their program of study. Teachers speak highly of the work of leaders in case-managing senior students, leading towards 100% Queensland Certificate of Education (QCE)/ Queensland Certificate of Individual Achievement (QCIA) attainment. Teachers express pride in this level of attainment for students.

### Improvement strategy

Build the data literacy of teachers to use data to identify next steps for teaching, track student progress and reflect on effectiveness of teaching practice.

## 3.3 A culture that promotes learning

### Findings

Executive team members are committed to developing and maintaining a positive culture for learning. They outline how this underpins all strategic actions and decisions in the college. Staff identify the executive team as a cohesive unit.

Many teachers speak of their positive relationships with students. Most students describe their strong connection with teachers. A number of staff identify the care and support provided by colleagues, describing it as one of the great attributes of the college.

The college has been on a PBL journey for some time which is routinely informed by a PBL action plan. Staff and students mention PBL expectations that have been widely displayed across the campus. Most teachers and students speak positively of the impact of PBL and praise PBL lessons, and associated programs.

Students and staff positively describe the recently introduced, timetabled PBL lesson, indicating that the ability to select an area/subject, or nominate to teach an area of interest, is empowering. Teachers articulate teaching the PBL focus of the week using the subject to demonstrate real-life examples and build rapport. Students identify that the lesson structure is to engage students to remain at or attend the college on that day. Many indicate that this is a successful strategy.

Teachers speak positively of the recently implemented Bundamba Classroom Connect (BCC) program. Some students express concern regarding variability in its implementation.

Most teachers acknowledge classroom behaviour has improved while playground behaviour remains a concern. Teachers indicate fewer students are out of class due to implementation of new systems with agreed standards. Many staff express a desire for further strategies to address playground behaviour. Some students question teacher consistency in applying consequences for inappropriate behaviour. Some parents express a desire for continued efforts to improve student behaviour.

Most staff speak of the personal challenges that students are facing. Parents, students, and teachers praise the work of the large student support services team.

Many staff and parents express concern regarding student attendance. School Online Reporting Dashboard (SORD) data shows an attendance rate for 2022 of 78.3% with 54.3% of students attending less than 85%. Leaders and Heads of Year (HOY) describe systems to monitor attendance and address any concerns. Some teachers acknowledge the challenge of teaching to meet the complex needs of students and to support their attendance. Executive leaders recognise the need to further explore innovative opportunities to improve attendance.

There are a wide range of cultures in the college. First Nations students are supported by a Community Education Counsellors (CEC), whose connection to community is recognised. Leaders have commenced developing culturally safe practices to maximise the engagement in learning of Aboriginal students and Torres Strait Islander students. This includes the establishment of external Yarning Circles.

Maori Pacific Islander (MPI) students are supported by an MPI liaison officer. Teachers and students speak positively of Harmony Day as one of many cultural celebration days in the college.

## Improvement strategies

**Further explore and implement locally responsive and innovative strategies to lift student attendance.**

Embed in the PBL approach, collaboratively developed strategies that reduce the incidence of inappropriate behaviour in non-classroom environments.

## 3.4 Targeted use of school resources

### Findings

Leadership team members articulate systems and processes used to enable a strategic and targeted approach to meeting students' learning and wellbeing needs. They describe a focus on the key AIP area 'Successful Students' to particularly support the effective use of resources, reinforcing the emphasis on improved student literacy.

The use of resources is also linked to the AIP area of 'Endless Opportunities', supported by changes in human resource structures. Some of these include the provision of six HOY positions at HOD level, and additional administration officers to support projects. Leaders highlight the successful employment of external tutors to assist students with literacy work.

The executive leadership team describes a practice to develop intentional collaboration in the leadership team, to enhance consistency of practice. This involves all HODs being timetabled off on one line, allowing an opportunity for a weekly leadership meeting to develop new directions.

Staff convey many students have personal challenges that require support to enable them to move forward. Leaders describe the establishment of an extensive Student Services Support team largely funded by the college. Additionally, an attendance officer supports student attendance practices. A review system to determine the success of current investment in human resources is yet to be established.

The Business Manager (BM) outlines current budget procedures which are primarily focused on development of the budget by the principal and the BM. The college is yet to enact an open and accountable budget process, with the principal acknowledging an intention to guide future budget decisions through a budget committee.

The college received a grant to establish a Flexi-space, including the development of two teaching spaces and furnishings. The program, first trialled in 2022, focuses on re-engaging Years 8 and 9 students. Identified students complete core subjects taught by two teachers as part of the initiative. Systems have been established to monitor and review the program's success.

Some students proudly speak of the cleanliness of the college's grounds which are neat and well-presented. Some students, parents and teachers express concern regarding the state of facilities and the need for increased maintenance in many areas. They convey a desire for painting and further refurbishment. The principal outlines how a master facilities plan has been developed to address some of the concerns that have been raised.

This year, the college has commenced a Bring Your Own 'x' (BYOx) laptop program for Year 11 with 87% of students involved. Computer technology is further enhanced across the college with laptop trolleys or a computer laboratory in each block. The principal indicates that the continued provision of college-owned devices is unsustainable.

Leaders describe a continued focus on providing learning experiences for students with the allocation of funds. Examples include linking with Registered Training Organisations (RTO) such as WesTEC Trade Training Centre (TTC) where 60 students in a range of areas currently access vocational certificate courses including allied health, which is identified as an area of skills shortage.

## Improvement strategies

Implement a process to regularly review and determine the impact of human resource investments on lifting student engagement, achievement and wellbeing.

Implement collaborative budgeting processes to ensure decision making is transparent and accountable.

## 3.5 An expert teaching team

### Findings

Members of the leadership team understand the importance of developing the capability of staff. Most teachers describe the importance of teamwork in realising the college's vision and strategic objectives. Teachers appreciate that highly effective teaching is required to improve student outcomes. A college expectation is for all teachers to commit to their continuous professional learning and development.

The college has over 15 new and beginning staff including three Permission to Teach (PTT) teachers. Teachers outline an extensive induction program for all new teachers and a Mentoring Beginning Teachers (MBT) program supported by lesson observation and feedback. Some new staff express a desire for greater differentiation in the approach to induction.

Executive team members outline external partnerships to enhance the capability of teachers, including with local universities, designed to support early career teachers to transition into the profession.

The leadership team comprises a mix of experienced and relatively new leaders. The principal supports the ongoing investment into instructional leadership for senior and middle managers. An aspirants' program has been re-established in 2023. The principal describes the large number of teachers involved in the program and the anticipated benefits of this investment in terms of building leadership density across the college.

An APDP process has recommenced. Many teachers indicate limited involvement in the process and suggest they feel participation is currently more for compliance. Non-teaching staff, including office staff, are yet to complete the APDP process. Office staff indicate they are currently yet to have team meetings and would value the opportunity for professional dialogue to enhance current management procedures.

A collegial observation and feedback approach is emerging. The executive team expresses a desire for more consistent and effective peer observation and feedback. Some teachers indicate that some walkthroughs by leaders are conducted, and are yet to be consistent.

A 2023 Professional Development (PD) Plan has been developed for implementation. A timetabled structural change has been made to enable staff to attend professional learning for college priorities. PD was provided on digital capability on OneNote in 2022. Leaders describe faculty staff meeting spotlights as successful PD with sharing of good practice.

### Improvement strategies

**Undertake systematic processes to develop the instructional leadership of all leaders.**

Collaboratively develop and implement a collegial engagement framework to develop teachers' professional capabilities in line with college priorities.

Implement an APDP process for all teaching and non-teaching staff to support their continued development.

## 3.6 Systematic curriculum delivery

### Findings

Leaders and teachers express awareness of students' backgrounds and ability levels. Most teachers actively ensure relevance of learning, locally responsive content and life skill development. They express how they use curriculum to inform, engage and empower students while developing their literacy capabilities. Students comment that 'teachers set you up for real life'.

Curriculum delivery for Years 7 to 10, using the AC, is documented through year/band plans and unit plans. Students in Years 11 and 12, access Queensland Curriculum and Assessment Authority (QCAA) subjects and Vocational Education and Training (VET) certificate courses for senior studies. Across faculty areas, variability in planning documents is apparent with many staff indicating a need for consistency. A whole-college curriculum plan is yet to be constructed with some staff indicating this would allow for mapping of curriculum across year levels.

Moderation is described by most teachers as an ongoing practice within faculties. Some staff articulate engaging in moderation at multiple junctures, while others describe only the Before and After junctures. Teachers outline using moderation to inform teaching and ensure curriculum and reporting alignment. Some staff indicate a need for a systemised and consistent approach to moderation. Monitoring that the enacted curriculum is the intended curriculum is yet to be a focus.

The approach to Year 10 has recently been reviewed, with an intent of strengthening pathways through to senior schooling. Many staff describe the restructure as being responsive to the needs of Year 10 students. The impact of this new approach on achievement against the AC, retention and attainment, is yet to be determined given its recency of implementation.

Staff express welcoming a focus on the teaching of digital literacy skills. The significant uptake of BYOx in Year 11 indicates the willingness of students to digitally engage. The strategic plan identifies digitally literate, confident learners as a priority performance. Teachers indicate that further provision of PD in digital literacy is welcomed.

Several teachers applaud the innovative strategies deployed to deliver a broad selection of subjects acknowledging that staffing and facilities may inhibit subject provision. Some staff request a review of subject offerings for relevance to post-college pathways and capacity to cater for all students to achieve their potential, including high-achieving students.

Some HODs describe the implementation of the AC Version 9 as an opportunity to refresh curriculum documents for alignment and relevance. A timeline for roll out of the AC Version 9 is yet to be distributed by executive leaders. Leaders acknowledge the importance of alignment to the most current curriculum version, recognising that some learning areas may not implement this new version for several years. Developing the instructional leadership capabilities of HODs to lead the implementation of the AC Version 9 is considered a priority by executive leaders.

'Successful Students' and 'Endless Opportunities' are recognised by students and staff as the drivers for curriculum decisions across the college.

### Improvement strategies

**Develop systematic processes and structures to consistently document, monitor and review the curriculum.**

Develop a whole-college curriculum, assessment and reporting plan that meets P-12 CARF requirements and makes curriculum expectations clear for teachers across three levels of planning.

Implement strategies for leaders to participate in planning, moderating and observing classrooms to ensure that the planned curriculum is the enacted curriculum.

## 3.7 Differentiated teaching and learning

### Findings

The principal and executive leaders articulate a shared belief that 'every student can learn, improve and try'. Across the college, staff consistently express a commitment to making a difference with the full range of students. They show an ethic of care and want every student to reach their potential. This is apparent in day-to-day interactions between students and staff.

A number of differentiated additional support and intervention programs such as the Flexispace, and personnel, including a full-time CEC and MPI are employed to support students from priority groups and liaise with their families. These officers describe being approached from time to time by teachers who seek advice regarding how they may differentiate teaching and learning practices to improve student outcomes.

Evidence-based solutions to differentiate for the learning needs of senior secondary students are emerging. Currently, several senior students are studying specialist mathematics virtually with a number of other students who are partially enrolled in the college from an alliance of nearby secondary schools. The lead mathematics teacher is based at the college and works closely with alliance HODs to design and deliver curriculum assessment and reporting for this subject.

After examination of LOAs and diagnostic data trends over time, executive leaders determined a need to improve the literacy skills of Years 7 and 8 students. Significant resourcing is allocated to the development of a literacy program, Bundamba Intensive Levelled Literacy Intervention (BILLI), that targets student literacy learning needs. During Term 1, 2023 16 selected cross-faculty teachers are undergoing weekly training in the teaching of reading led by a literacy coordinator and Speech Language Pathologist (SLP), and supported by key college leaders.

College leaders advise BILLI will be implemented with every student in Years 7 and 8 from Term 2, with additional assistance provided by external academic tutors. The content and structure of BILLI is informed by support from regional personnel and expertise from the Reading and Writing Centre.

The approach to differentiated teaching and learning in the delivery of the AC is dependent upon the experiential capabilities of teachers. A number of staff and students express a desire for authentic differentiation practices to become the way of working across the college. Currently, many identified students requiring targeted and intensive support in Years 7 to 10 are taught by Learning Engagement Centre (LEC) teachers and teacher aides in special core subject classes. Additionally, LEC teachers advise class teachers on strategies to support identified students. Some staff question alignment with the Department of Education's (DoE) inclusion policy with this practice. College leaders acknowledge the development of an agreed vision for inclusive education practices remains a work in progress.

The principal, deputy principal line manager and Head of Special Education Services (HOSES) consistently express a strong intention to develop an agreed whole-college approach to differentiated teaching and learning to support all students to access, participate and progress through the curriculum. Regional personnel are engaging with the college to progress this work. The HOSES has commenced working with curriculum HODs so they may work with teachers to identify and address barriers to learning through differentiation.

The HOSES outlines an intent to maximise pathways for students with disability into the college from primary school, through to successful completion of a QCIA or QCE and onto appropriate post-college options.

Work with regional personnel to review the Nationally Consistent Collection of Data on School Students with Disability (NCCD) has commenced. The HOSES expresses a desire to refine

reasonable adjustments for identified students and streamline processes to identify students and assist teachers using the Maker Model. Teachers will accordingly be upskilled in the development and recording of Personalised Learning Records (PLR). LEC teachers express a desire to co-teach with faculty colleagues.

Currently there are more than 75 students on ICPs. The HOSES leads the development of a formalised process aligned with the P-12 CARF, and articulates a plan where ICP decision making will be made after a rigorous examination of an individual's summative data and parent consultation. College leaders acknowledge this is an opportunity to further engage parents with student learning.

Many parents express appreciation for the attention provided to their child and how college staff are 'really enabling success'. The 2022 School Opinion Survey (SOS) indicates 96.3% of parents surveyed agreed with the statement, 'Teachers at this school expect my child to do his or her best'.

## Improvement strategies

**Develop and enact an agreed whole-college approach to differentiated teaching and learning to support all students' access to, and achievement in, the curriculum.**

Develop an agreed vision for inclusive education across the college to underpin systems and processes and drive staff capability to implement evidence-based inclusive practices.

Build the capability of teachers to consistently implement data-informed differentiated, focused and/or intensive teaching and learning to ensure all students access, participate and progress through the curriculum.

## 3.8 Effective pedagogical practices

### Findings

Executive leaders express a common view that effective pedagogical practices matter and have a significant impact on students' academic achievement and wellbeing. They actively work together to create conditions to maximise student engagement with learning.

The principal advises that a review of existing pedagogical practices and consultation regarding an agreed new pedagogical approach was undertaken in 2022. A documented Bundamba State Secondary College Pedagogical Approach has been produced and features three identified core pedagogical practices. Each core practice contains specific teaching strategies to be adopted by teachers.

Based on research, the approach contains elements of the previous framework. With support from executive leaders, the HOD – Teaching and Learning (HOD-T&L) has oversight of the pedagogical approach. They have developed a four-year implementation plan with specific focus strategies to be enacted during a year, after teachers are familiarised with them.

The 2023 AIP features several strategies from the core pedagogical practice of learning. Leaders advise that additional professional learning time is yet to be allocated for teachers to engage with the strategies for 2023.

Leaders highlight that the development of consistency in staff pedagogical practice includes entry and exit procedures called 'STARS'. Some teachers outline these expectations. The HOD-T&L articulates that STARS is intended to reduce the cognitive load required for regulation and enable faster engagement with the lesson. Processes to monitor and gain feedback regarding the level of adoption of STARS are yet to be developed.

Executive leaders acknowledge an opportunity exists to maximise the instructional leadership capability of HODs by engaging them in the implementation of new pedagogical approach strategies. They express an interest in the possible scaling-up of this work up by HODs with their faculty teachers.

There is provision of timely feedback for learning with students. Senior students comment that 'teachers offer to give us their time' and they appreciate the flexibility of teachers to find ways to do this. The practice of teachers routinely seeking feedback directly from students in relation to what teachers may do to help students learn is yet to be apparent.

Executive leaders articulate the purpose of the new pedagogical approach is to enhance and increase student engagement in learning.

### Improvement strategy

Further develop the instructional leadership capability of HODs to incrementally lead the implementation of identified pedagogies.

## 3.9 School-community partnerships

### Findings

Executive leaders place a high priority on building and maintaining productive partnerships. Parents express a sense of optimism for the renewed leadership team.

Systematic plans to review the effectiveness of partnerships are in development. A focus of clear objectives expressed in terms of improved outcomes for students is yet to be formalised. Teachers and parents express that celebrating and promoting partnerships within the college and community will assist in enhancing student retention and outcomes.

Staff view parents and families as partners in their child's education and actively encourage them to participate in a range of celebrations and activities. A variety of strategies are used to communicate to parents and the broader community, parents indicate they are kept well informed. Many parents comment that they have received a number of emails from their child's teachers, updating them on progress and upcoming assessment.

Engagement with, and participation in, the wider community is a focus. The principal strategically works to strengthen partnerships with the Bundamba community through meetings with key community organisations and businesses. Creation of sponsorship opportunities is a goal in the AIP.

The employment of a business liaison officer has assisted in the establishment, development and maintenance of industry partnerships. Many of these industry partnerships are relatively new. The college currently has strong connections through WesTEC, Technical and Further Education (TAFE), Beyond Broncos and identified community businesses through work experience for students. Parents and students articulate appreciation for the focus on partnerships to foster their post-college options.

Conversations with teachers and leaders identify the value of potential college-community partnerships. The establishment of an alumni is a current topic to connect with past students. The anticipated action would be to embed members of the alumni into the culture of the college and utilise them wherever possible. Some parents express the belief that connecting with alumni from priority group backgrounds as mentors will demonstrate the value of completing secondary schooling and highlight pathway options.

Relationships with the main local feeder schools have commenced, and primary principals indicate a desire to regularly engage with the secondary school. Teachers express that building partnerships with local feeder schools may be strengthened to support successful transition, enabling the sharing of resources and expertise as well as the opportunity to engage in professional dialogue regarding students prior to commencement in secondary schooling. Creating a strong cluster and connection is viewed by principals as highly desirable, with anticipated improved student outcomes.

Staff actively promote and participate in key cultural events. They recognise the need for First Nations and MPI students, families and communities to co-design initiatives aimed at increasing outcomes for these students. A co-design activity currently being enacted is the design and construction of three Yarning Circles for student and community use within the college.

**Review current, and explore new, partnerships, to identify opportunities to positively contribute to enhancing student learning outcomes.**

Collaborate with local primary schools to explore curriculum continuity, capability development and further opportunities leading to enhanced outcomes for the full range of students.