Burpengary State Secondary College

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 **Burpengary State Secondary College** from **26** to **28 February 2018**.

The report presents an evaluation of the college's performance against the nine domains of the *National School 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.

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

Alan Sampson	Internal reviewer, SIU (review chair)
Patrick Brady	Peer reviewer
Raelene Fysh	External reviewer

1.2 School context

Location:	Pitt Road, Burpengary
Education region:	North Coast Region
Year opened:	2015
Year levels:	Year 7 to Year 11 (Year 12 in 2019)
Enrolment:	921
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	985
Year principal appointed:	2014
Full-time equivalent staff:	87.32
Significant partner schools:	Burpengary State School, Burpengary Meadows State School, Jinibara State School, Narangba Valley State High School, Narangba Valley State School, Narangba State School – Burpengary Narangba Cluster
Significant community partnerships:	Education Queensland International (EQI), Gateway Aerospace School, Moreton All Body Care, Queensland University of Technology (QUT)
Significant school programs:	Science, Technology, Engineering, Mathematics (STEM) Innovation Program, Sports Innovation Program, Arts Innovation Program (INSPIRE)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

College community:

- Principal, three deputy principals, 56 teachers, 187 students, six administration officers, Parents and Citizens' Association (P&C) president, school council chair, guidance officer, youth support worker, two canteen convenors, Business Manager (BM) and 12 teacher aides.

Community and business groups:

- Infrastructure coordinator Delta FM and Delta school officer.

Partner schools and other educational providers:

- QUT STEM coordinator and principal Burpengary State School.

Government and departmental representatives:

- State Member for Kurwongbah and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey

2. Executive summary

2.1 Key findings

Staff members, students and parents are proud of the reputation the college has established as a school of choice within its first three years of formation.

The ethos of the college is reflected in the collaboratively developed emblem with innovation, global citizenship and technology being forefronted. The college features a range of signature programs including STEM (Science, Technology, Engineering and Mathematics) Innovation Program, Sports Innovation Program and Arts Innovation Program (INSPIRE). The college has gained recognition as a member of the selective Aerospace Gateway Project.

The college is driven by a deep belief that every student is capable of successful learning.

This belief is shared by all staff members and is demonstrated in the college's values of *'Respect, Courage, Excellence'*. These values are displayed in all classrooms and walkways. A high priority is given to building and maintaining positive and caring relationships between staff members, students and parents.

The college leadership team is clearly committed to finding ways to improve student outcomes.

The growth of the college enrolments and movement of some of the key staff members to external leadership positions have resulted in significant challenges in building consistency of practice in policies and procedures.

The leadership team and teaching staff members emphasise the need to construct learning experiences appropriate for their students and aligned to the college's vision of *'Innovative Learning in a Global Community'*.

Curriculum and unit plans vary across the faculties in relation to the provision of an explicit, coherent, sequenced plan for curriculum delivery that makes clear what and when teachers should teach and students should learn. Referencing Australian Curriculum (AC) content descriptions, general capabilities and assessment standards is not yet consistent. A whole-school curriculum plan is not yet developed.

College directions for enhancing student wellbeing and behaviour include the development of the Positive Behaviour for Learning (PBL) program.

In addition to PBL is the integration of approaches from the Art and Science of Teaching[1] (ASoT) framework. Some teachers are engaged in this process. Routines are addressed

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

through design Question 6 of ASoT. Teachers, support staff members and students articulate that there are some inconsistencies in routine expectations and follow-up.

Professional Learning Teams (PLT) are led by teachers and are focused on pedagogical priorities within ASoT.

Some faculties demonstrate exemplary practices of sharing teaching strategies and providing constructive formal feedback to colleagues. Feedback to teachers is provided through a range of strategies including walkthroughs, peer observation, leader observations and PLTs. The depth and regularity of modelling, monitoring and feedback provided by instructional leaders regarding priorities and targets vary across the college. Some leaders express an interest in accessing Professional Development (PD) in coaching.

A draft data plan schedules the collection of data to support planning of programs and monitoring of student outcomes.

Data has been triangulated in some faculties to provide appropriate differentiation strategies for learning as demonstrated with students with disability and learning support students. Some teachers exhibit a high level of data literacy skills. Collaborative data analysis and correlated differentiation strategies are not yet apparent across the college.

The college places a priority on attracting and developing the best possible teachers.

Most teachers have high levels of confidence in teaching in specialist fields and are keen to expand their knowledge to learn how to improve on teaching. A number of teachers are experts in their field and are highly regarded by leaders and colleagues. The college is to be commended for the number of key staff members promoted to external positions.

2.2 Key improvement strategies

Review and refine the process for recording key programs and procedures within the college to ensure consistency of expectations and practice regardless of changes in leadership.

Develop and embed a whole-school curriculum plan with associated professional learning to ensure all teachers apply the AC and Queensland Curriculum and Assessment Authority (QCAA) work programs.

Review and refine the current approaches to behaviour management ensuring consistency of practice across the college.

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

Develop a process to enhance teacher data literacy skills to effectively analyse the results from assessment tools to inform teaching and learning.