

# Burpengary 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 **Burpengary State Secondary College** from **21 to 24 March 2022**.

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 Lead Principal 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)
Julie Warwick	Internal reviewer
Evan Willis	Peer reviewer
Trevor Gordon	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Gubbi Gubbi
<b>Location:</b>	Pitt Road, Burpengary
<b>Education region:</b>	North Coast Region
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1128
<b>Indigenous enrolment percentage:</b>	6.1 per cent
<b>Students with disability percentage:</b>	8.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	981
<b>Year principal appointed:</b>	2014



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, head of student diversity, Business Manager (BM), 11 Heads of Department (HOD), three house leaders, two guidance officers, 58 teachers, 10 teacher aides, three administration officers, two systems technicians, two canteen retail staff, Community Education Counsellor (CEC), 188 students and eight parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, treasurer and secretary.

Partner schools and other educational providers:

- Burpengary State School principal and Burpengary Meadows State School principal.

Government and departmental representatives:

- Lead principal.



## 2. Executive summary

### 2.1 Key findings

#### **Staff members demonstrate a commitment to the wellbeing of young people.**

A culture of care is apparent. Many teachers speak of the importance of developing self-directed learners with the ability to adapt to change and overcome barriers to learning. The college values of *'respect, courage and excellence'* are displayed throughout the campus and are well known to staff and students. Students speak positively of the support, pathways, and opportunities afforded them.

#### **Leaders are committed to creating an inclusive culture whereby all members of the community feel connected to the college.**

A high priority is placed on developing positive, caring, respectful and supportive relationships between all members of the college community. Staff articulate a strong understanding of the importance of maintaining these relationships to provide an environment where students are able to learn successfully. A strong sense of community spirit, connectedness and compassion is apparent across the college.

#### **Staff members describe high levels of collegial support and trust.**

Staff articulate appreciation for leaders' prioritisation of staff wellbeing and describe a range of opportunities and activities provided during the year aligned to the dimensions of the Wheel of Wellbeing. The college has a documented staff wellbeing statement.

#### **Leaders and staff members articulate that since the last review, curriculum development has been a significant focus at the college.**

They reference the Queensland Curriculum and Assessment Authority (QCAA) syllabuses in Years 11 and 12, and the Australian Curriculum (AC) in Years 7 to 10. College leaders have continued to develop structures and processes that support Positive Behaviour for Learning (PBL) and build teacher understanding and utilisation of the New Art and Science of Teaching<sup>1</sup> (NASOT).

#### **The principal articulates that the Explicit Improvement Agenda (EIA) for the current year is centred on ensuring systematic curriculum delivery with research-validated effective pedagogical practices and a relentless focus on building a culture that promotes learning.**

Leaders acknowledge that Level of Achievement (LOA) data is yet to meet specified targets. They identify the need to strengthen Quality Assurance (QA) practices to support the systematic enactment of college policies, procedures and initiatives, with a particular focus on shared commitment to a culture of high expectations. The principal identifies that a strong

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<sup>1</sup> Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree Press.





focus on instructional leadership will support the successful development of a culture of learning.

**A visual representation of the EIA has been developed by the school.**

This representation is displayed prominently in staff areas across the school. Known locally as the 2022 Tetrad, the four components are readily referenced by most teachers. Many teachers indicate a lack of clarity regarding what is specifically expected of them in relation to effectively implementing the EIA.

**School leaders articulate a belief in the importance of teachers implementing targeted research-based instructional strategies to optimise student learning.**

This is reinforced through the school's pedagogical mission statement of inclusive pedagogy that is data-informed and research-validated to build a culture of collegial ownership. Teachers acknowledge the importance of students being engaged and challenged in their classes. They speak of a school-wide approach to developing pedagogical practice and readily identify NASOT as the school's key framework to support their teaching. Most teachers demonstrate a strong commitment to utilising NASOT strategies to improve student learning. Some teachers articulate a perception that NASOT has recently lost momentum, and identify a need for time to fully understand and utilise all elements of NASOT.

**School leaders identify the importance of a systematic approach to curriculum delivery.**

Leaders articulate that a sequenced and aligned inclusive curriculum ensures consistency of practice allowing all teachers to clearly know what to teach, how to teach, and what all students are required to learn to ensure they have the best chance for success. A comprehensive whole-of-college curriculum plan is developed and outlines expectations for the application of consistent evidence-based teaching and learning practices and assessment. Documentation ensures vertical alignment of the AC so that there is continuity and a clear line of sight of the progression of learning from Year 7 to the QCAA syllabus documents in Years 11 and 12. Leaders acknowledge the importance of ongoing monitoring of the enacted curriculum.

**Teachers recognise and appreciate the important role that data plays.**

Teachers appreciate the importance of data in assessing overall student performance including academic progress, student wellbeing, behaviour and attendance. They indicate that such data assists in identifying starting points for teaching and learning. Some teachers express a desire to receive additional Professional Development (PD) and support to gain a further appreciation of the analysis and use of achievement data at the student level.

**PBL has operated in the college for many years.**

The PBL team has a data-informed action plan in relation to clear and consistent expectations for behaviour. Team members examine OneSchool and other data to analyse the school climate, create lessons, devise support and intervention strategies, and deliver an acknowledgement and reward system. A regional PBL coach supports the program's



implementation. The PBL matrix, aligned to the college's values of *'respect, courage, and excellence'* is clearly displayed in all classrooms. Many staff articulate a belief that PBL is yet to be consistently implemented across the school.

**Leaders express the belief that a culture of inclusion encompasses one that is supportive, and where all community members work together to embrace and celebrate diversity, and instil within the whole-school community a sense of equity and acceptance.**

Staff members acknowledge a growing understanding that every day, in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined environment. Staff, students and community members speak highly of the adjustments and differentiated support that is offered to both vulnerable students and social priority groups.

**The principal and other college leaders view the development of staff into an expert teaching and learning team as critical for improving outcomes for all students.**

Many teachers are experts in their field with highly-developed pedagogical knowledge and skills. The college has developed a comprehensive induction program to support teachers new to the school. A leadership aspirants program is an established initiative at the school, with participants commenting positively on its value.

**The college seeks ways to enhance student learning and wellbeing by partnering with education and training institutions, local organisations and the broader community.**

Leaders articulate that parents and families are recognised as integral members of the school community and partners in their child's education. Leaders place a high priority on providing targeted support and resources to identified learning and wellbeing needs. College policies, processes and programs establish a strong foundation to respond appropriately in addressing the needs of individual learners.





## 2.2 Key improvement strategies

Refine the EIA and enhance staff commitment to, and understanding of, collaboratively determined specific actions and targets to achieve improved academic outcomes for all students.

Further enhance the instructional leadership capabilities of key members of staff to drive a culture of learning, with a particular focus on coordinating the curriculum, monitoring student progress, and supportively supervising and evaluating instruction.

Prioritise the continued implementation of the school's preferred pedagogical approach, providing opportunities for staff reflection on previous learning and allocating sufficient time to support deep understanding and engagement.

Quality assure the precise enactment of the intended curriculum across all learning areas in junior secondary.

Support teachers to routinely interrogate data and collaboratively devise strategies to inform the teaching and learning process at the classroom level.

Quality assure the consistent enactment of agreed student management processes and practices by all staff members across the college.