

Brisbane State High School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Brisbane State High School acknowledges the Jagera and Turrbal people, Traditional Custodians, who are the keepers and preservers of the lands, waterways, and skies where Brisbane State High School now stands.

About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	3521
Indigenous enrolments	0.8%
Students with disability	8.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1141

About the review

 6 reviewers from 27 to 31 May 2024	 471 participants	 149 school staff
 263 students	 26 parents and carers	 23 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Systematically enact purposeful visibility across the entire leadership team to build connections with staff, instructionally lead and drive the Explicit Improvement Agenda.

Domain 6: Leading systematic curriculum implementation
Formalise and systematically enact school-wide processes for reviewing, endorsing and monitoring curriculum planning and delivery to ensure students' access to and progression through the Australian Curriculum is aligned to system requirements.

Domain 4: Targeting school resources
Collaboratively review and refine all aspects of school staffing and budgeting to develop a sustainable and transparent allocation of all resources.

Domain 7: Differentiating teaching and learning
Collaboratively develop a common language and expectations for inclusive practices to foster collective ownership of students' successful learning, including those performing below level and English as an Additional Language or Dialect learners.

Key affirmations



An unwavering commitment to learning pervades the entire school community.

Staff, students and parents highlight a 'culture of learning' where high expectations for student achievement, engagement and wellbeing underpin the school's approach to continuous improvement. Students praise teachers' commitment to their personalised approach to supporting learning and intellectual rigour. Teachers express an individual and collective commitment to the school's philosophy of caring for learning. Students commend the myriad of opportunities available to them to progress their learning, gain experience and better themselves.



Leaders and parents praise the quality of the teaching.

Leaders and teachers highlight a 'professional learning culture' that drives a school-wide commitment to individual improvement in teaching practices. Leaders place a high priority on providing opportunities for teachers to develop their capability and actively seek opportunities to engage with evidence-informed practice. Staff convey appreciation for their colleagues' wealth of expertise and experience, and their willingness to share and collaborate. They describe actively seeking opportunities to build their teaching practice and improve all aspects of school life. Parents and students speak highly of teachers' skill and commitment to developing students as self-directed and assessment-literate learners.



A commitment to continuous improvement is guided by the explicit collection, analysis and discussion of data.

Executive leaders identify the importance of deliberate and purposeful use of data to inform whole-school initiatives, enhance cohort progress, and support all students to progress in their learning. Staff describe the power of 'Cohort Catch-ups', attended by leaders and a multi-disciplinary team, which use data to provide line of sight to students' learning and wellbeing needs. These catch-ups identify wraparound support for cohorts and individual students. Staff describe rigorous processes to track the outcomes of senior secondary students. The school community highlights outstanding Australian Tertiary Admission Rank results each year.



A plethora of partnerships focused on optimising students' learning and wellbeing outcomes are highly valued by students, parents and staff.

School community members speak of long-standing, strategic relationships that add value to the education of all students. Staff, students and parents speak highly of the school's Extra Curricular (EC) program, indicating this is a point of difference for the school. They express their appreciation to staff, alumni and community volunteers who actively support the extensive EC offerings. A variety of external and bespoke partnerships enhance and guide development of a school-wide approach to providing high-challenge and high-support learning through effective, evidence-informed teaching practices.



Parents and students commend the dedication, commitment and goodwill of staff.

Parents and students speak positively of the significant goodwill of staff in providing students with access to many academic, cultural, sporting and community activities. Staff members describe the invaluable support they receive from many parents, students and community members who are willing to 'give back to the school' through volunteering. Students and parents express appreciation for the extensive academic support provided by staff. Staff convey passion for doing all that it takes for every student to achieve their personal best.