SCHOOL REVIEW REPORT

Brisbane State High School

Cnr. Cordelia & Glenelg Streets

South Brisbane Qld 4101

13 Celadon St
Sunnybank Hills
Qld 4109

ACN 147 502 967

30th October 2016
Wade Haynes
Executive Principal
Brisbane State High School
Cnr. Cordelia and Glenelg Streets
South Brisbane   QLD 4101

Dear Wade

Thank you for the opportunity to conduct the School Review for Brisbane State High School.

Following the School Review Panel Visit, I attach a copy of the School Review Report for your school.

Thank you for the professional courtesy extended to the visiting panel and for the hospitality provided by you and your staff during the visit.

Please pass on the thanks of the panel members.

Yours sincerely

Ken Rogers
Chair
Australasian Schools Accreditation Agency

EXECUTIVE SUMMARY

Achievements

The ASAA School Review Panel identified several areas the of school's current practices that it commends. These are set out in this report; however, the ASAA panel particularly wishes to encapsulate the following areas of school practice as demonstrating high levels of performance.

1. Brisbane State High School is achieving great results. (C2, C5, C7, C8, C9)
2. The school has a robust culture that engages students and teachers in the pursuit of excellence. (C1, C4, C14, C16)
3. Data is used effectively to focus teachers' efforts on improving student learning outcomes. (A3, A4)
4. A strong leadership team is guiding the school to further future successes. (A6, C14, C16)
5. The school's renewed governance structures provide a sound base for inclusive, thoughtful and effective decision making. (A2, A9, C7, C8, C16)

Pathways to the Future

In conducting its School Review, the panel determined the following outcomes to be achieved over the next three years. Aspects of these outcomes are set out as recommendations in the sections of this report that follow.

1. Continue working to align all staff with a whole school approach to teaching and learning. (R3, R4, R5, R6, R8, R9, R11, R12)
2. Encapsulate the strong school identity in a more precise way. (R1, R2)
3. Reinforce current efforts to shape the school curriculum to address emerging future student needs. (R7)

1. IDENTITY

1.1 PURPOSE, VISION AND VALUES

Outcome Statements

1.1.1 The school has a clearly articulated Statement that embodies high aspirations and goals for student learning and professional performance in line with Education Queensland's strategic intentions.

1.1.2 The school's Statement is known and subscribed to by all key stakeholder groups.

1.1.3 All school structures, policies and practices explicitly align with and reflect its Statement.

1.1.4 The school's Statement is reviewed and updated against a documented renewal cycle.

Commendations

C1. The school demonstrates a strong culture, supported widely by the school community, leading to superior student outcomes.

Affirmations

A1. There is increased clarity in the School's Statement.

A2. The management restructure links to the School's Statement and is progressing well.

Recommendations

R1. Give further consideration to the School Statement, with particular attention paid to the range of statements attached to this document.

R2. Explore and implement opportunities to link student, staff and community actions to the School Statement.

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2. TEACHING AND LEARNING ENVIRONMENT

2.1 LEARNING OUTCOMES

Outcome Statements

2.1.1 Students develop a clear understanding of how they learn, what they know and can do, and know they can use this knowledge and their skills to enhance their future learning.

2.1.2 Student outcomes are equivalent to or exceed comparable like schools and demonstrate progressive improvement.

2.1.3 Student data is regularly analysed and used to determine teaching approaches to improve student outcomes.

2.1.4 The school has an agreed improvement agenda.

Commendations

C2. The personalisation of student learning coupled with high performance expectations has resulted in outstanding student outcomes.

C3. The restructure of the timetable has increased collaborative learning amongst staff.

Affirmations

A3. The investment in systems and staff, supports the use of data to differentiate in the classroom.

Recommendations

R3. Review the consistency of teacher practice and accountability in classrooms to further enhance learning outcomes.

R4. Develop practices to link every teachers' class outcomes to a robust Annual Performance Review process.

2.2 CURRICULUM

Outcome Statements

2.2.1 The planned curriculum aligns with the school's Statement and meets the national and state system requirements, especially in areas such as Literacy and Numeracy.

2.2.2 The curriculum provides for the full range of students.

2.2.3 The curriculum clearly addresses the cognitive, social and physical development needs of students as they move through phases of schooling, especially in areas such as Literacy and Numeracy.

2.2.4. A high priority is placed on ensuring that the planned curriculum is delivered.

Commendations

C4. Students recognise and value the outstanding opportunities afforded to them through such a diverse and inclusive curriculum.

C5. The school is personalising pathways for student success.

Affirmations

A4. Data is collected and analysed for the purpose of identifying, addressing and reviewing the success of student wellbeing and academic programs.

A5. The school's sharp and narrow focus on teaching and learning is reflected in faculty curriculum plans.

Recommendations

R5. Develop a whole school curriculum and assessment plan.

R6. Continue to develop and document year level faculty curriculum plans across the school.

R7. Further develop the school's curriculum to prepare students as 21st century learners.

R8. Establish a consistent process of formative assessment and student tracking across all departments.

2.3 EFFECTIVE TEACHING

Outcome Statements

2.3.1 The school has a clearly articulated pedagogical framework.

2.3.2 Teachers have a well-founded knowledge and understanding of their discipline.

2.3.3 Teachers demonstrate effective practices which engage and motivate students to achieve to their potential.

2.3.4 The learning environment is designed to meet the learning needs of all students.

2.3.5 Learning opportunities are maximised.

232.6 The culture of the school promotes learning.

2.3.7 Teachers use a variety of ongoing assessment to advance student learning.

2.3.8 The school develops partnerships with parents, businesses and community organisations to improve outcomes for students.

Commendations

C6. The school uses a clearly documented pedagogical framework.

C7. Students have access to a range of teacher supported programs that encourage ownership of their learning (ARC, TT Program, Aspire).

C8. A culture of high expectations for students (academic and social) is set and reinforced by the school.

C9. Teacher capacity is built through ongoing professional development aligned with the priorities of the AIP.

Affirmations

A6. The revised executive team structure supports the focus on developing effective teaching.

A7. Learning Policy provides a platform for aligning effective teaching with student learning.

A8. Recognition has been given to the professional development focus for all staff through timetable adjustment with the inclusion of an additional PD session.

Recommendations

R9. Reinforce consistent staff engagement to collaborative practice across the school.

R10. Further the approach to observing teacher practice.

R11. Build consistent staff engagement with the pedagogical framework and monitor implementation across the school.

3. ORGANISATIONAL MANAGEMENT

3.1 GOVERNANCE

Outcome Statements

3.1.1 The structure and processes of governance are aligned with the school's statement.

3.1.2 The school leadership works collaboratively with the School Council and/or Parents and Citizens Association to achieve the school's purpose.

3.1.3 The school's Senior Leadership Team articulates the school's direction through long-term, mid-term, and short-term plans for achieving its purpose.

3.1.4 Clear boundaries and decision-making structures are established to develop policy, manage operations and monitor financial budgets.

3.1.5 The school's policies are reviewed and updated against a specific renewal cycle.

3.1.6 The school's policies and practices comply with systemic requirements.

Commendations

C10. A clear governance process has been implemented.

C11. The review and implementation of the governance structure and processes reflects the school priorities of teaching and learning and student wellbeing supported by a strong corporate services function.

C12. The senior leadership focus on governance, through the appointment of a Governance Manager, acknowledges the critical nature of appropriate corporate governance in a very large, complex school.

Affirmations

A9. The new governance arrangements are future focused and have created a culture of positivity and confidence amongst staff.

Recommendations

R12. Continue to work on opportunities for all staff to be involved in appropriate decision making processes.

R13. Maintain the strategic focus on governance.

3.2 LEADERSHIP

Outcome Statements

3.2.1 School leadership at all levels focuses on core educational outcomes, student learning and teaching.

3.2.2 The leadership team positions the school to respond to current and future opportunities and challenges.

3.2.3 School leaders behave ethically, build trust, and work collaboratively to achieve the school vision.

Commendations

C13. The revised leadership and meeting structure is encouraging greater ownership and collaborative practice across all levels of the school.

C14. The Executive Leadership Team models consistent leadership behaviours premised on high yield strategies and quality research.

Affirmations

A10. Staff are willing to assume leadership responsibilities across the school community with a number of tiered leadership roles available.

A11. Line management within the leadership team fosters a positive organisational culture.

Recommendations

R14. Clarify the roles and responsibilities of the Heads of Department and Heads of Year and the interconnection of these roles.

R15. Continue to build the leadership capacity of Heads of Department as strategic leaders of learning.

3.3 MANAGEMENT

Outcome Statements

3.3.1 School management ensures that staff has the capacities required to ensure highly effective management of all programs, and high quality teaching and support for student welfare.

3.3.2 Resources are managed effectively and innovatively to ensure student learning is maximised to achieve strategic priorities in the development of new directions.

3.3.3 Management is based on a clear structure of planning, goal setting, and monitoring and performance review against targets

3.3.4 The school responds continuously to data and other evidence from formal and informal feedback about its performance in the short-term, medium-term and long-term.

3.3.5 The school has established an effective data management system, with appropriate access, storage and retrieval protocols

Commendations

C15. Facilities are high-class and enrich student learning.

C16. Clearly defined management roles for the Executive Team, and expertise within that team, enable a high-performance culture.

C17. A highly engaged and supportive School Council and P & C contribute to outstanding student outcomes.

Affirmations

A12. Professional learning supports the priorities identified in the school's Annual Implementation Plan.

Recommendations

R16. Fully implement the formal Annual Performance Review process for non-teaching staff.

R17. Consolidate the understanding of roles and responsibilities of the whole Learning Management Team

School Review Methodology

The ASAA school review process involves the following core activities:

1. The school undertakes a self assessment against the ASAA Accreditation Standards.

2. The school provides ASAA with a report based on its self-assessment.

3. ASAA appoints a School Review Panel to visit the school to evaluate the evidence used and the judgements made by the school in its self-assessment, and to undertake any necessary further assessments required in making its evaluation against the ASAA Accreditation Standards.

4. The Leader of the School Review Panel prepares a draft report of its findings for discussion with the principal and presentation to the ASAA Board for confirmation.

School Review Panel

Panel Chair

    Cheryl McMahon   Executive Principal   Mountain Creek SHS

Portfolio Leaders:

    Sue Dalton   Principal   Wellington Point SHS

    Sharon Schulz   Principal   Woodridge SHS

Panel Members

    Steven Baskerville   Deputy Principal   Kirwan SHS

    Shelly Bampton   Deputy Principal   Mitchelton SHS

    Andrew Peach   Executive Principal   Marsden SHS

Observer

    Frank Peach   Australasian Schools Accreditation Agency