

Bracken Ridge State High School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Bracken Ridge State High School** from **6 June** to **8 June** 2023.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. 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.

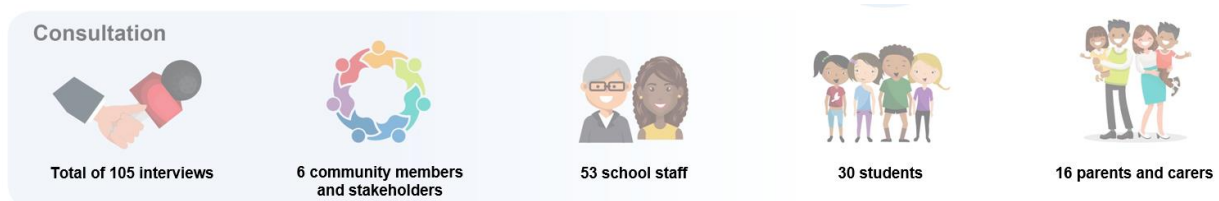
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Troy Ascott	Peer Reviewer
Shelley Lewis	External Reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Turrbal We acknowledge the shared lands of the Turrbal and Yuggera people.
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Years 7 to 12
<b>Enrolment:</b>	675
<b>Indigenous enrolment percentage:</b>	10.7%
<b>Students with disability percentage:</b>	25.7%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	987

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **23 to 26 April 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 981 and the school enrolment was 564 with an Indigenous enrolment of 8% and a student with disability enrolment of 9%.

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

- Collaboratively develop a precise Explicit Improvement Agenda (EIA), including agreed strategies and timelines for implementation and explicit and measurable targets for improvement, and communicate widely to parents, staff, students and the wider community. (Domain 1)
- Expand and build the pedagogical framework to include clarity regarding expected classroom procedures, practices and strategies for teaching, differentiating, monitoring, assessing and moderation. (Domain 8)
- Collaboratively develop and implement an agreed collegial engagement framework that includes a consistent approach to modelling and sharing of practice, coaching, observation and feedback and a process to quality assure its implementation. (Domain 5)
- Implement Individual Curriculum Plans (ICP) where appropriate and embed strategies to develop inclusive education practices to support a whole-school approach for students with disability and other students with diverse needs. (Domain 7)
- Develop evidence-based strategies to improve classroom teachers' capability to differentiate, including building the capacity to read, interpret and use data. (Domain 7)

## 2. Executive summary

### 2.1 Key affirmations

#### **Teachers describe a strong, collegial culture of mutual trust and support among staff.**

Teachers describe that working together is a highly valued aspect of the school, indicating that they want to learn from each other. Teachers express their appreciation at having supportive and trusting relationships with leaders. They outline that the depth of knowledge and experience of many teachers and leaders is a continual source of advice and support. Staff indicate their commitment to the school and each other, describing the school as providing a sense of community and family.

#### **Staff, parents, students and community members express pride in the school.**

Increased enrolments, productive partnerships and investment in facilities and resources is described by the community as positive aspects of the school. They articulate appreciation for the school's receptive, open, welcoming tone and the 'community and family feel', and comment that the school has a high profile within the community. Community, parents and staff members describe the strong connection the school has with First Nations community members. 'This is a good school with good people' is a statement expressed by many.

#### **'An admired community school that knows each student and their path' is described as the objective by every staff member.**

Leaders speak of driving an improvement agenda which is student focused. Staff proudly describe that the size of the school and allows staff to know and care for every student. Students, parents and staff speak positively of the support, including the number of support staff available to students. Staff recognise the importance of building and maintaining partnerships and relationships with the community and families to ensure a seamless transition to training, further education and work.

#### **The resources available to support the school community are expressed as 'remarkable', which students and staff benefit greatly from.**

The principal proudly describes the 'incredible' number of staff in the school with specialist skills and knowledge, with staff indicating the richness of human resources available to support each other and the students. The school has been attractively enhanced with what community members describe as a range of cleverly-designed outdoor spaces to create a highly inviting learning environment. Staff, students, parents and community members express great appreciation for the recent improvements to buildings and grounds and are eagerly awaiting the new building.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Collaboratively develop and enact a shared vision for the school, to provide clarity and purpose for meaningful learning, teaching and post-school pathways for students.

### **Domain 8:** Effective pedagogical practices

Collaboratively develop a clear, explicit and research-informed, whole-school approach to pedagogy that is reflective of the local context, that articulates a shared understanding and appreciation of the pedagogical expertise that exists within the school.

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

Review and enhance current student management approaches to create consistent expectations to support staff to successfully re-engage students in their learning program.

### **Domain 7:** Differentiated teaching and learning

Build a shared understanding and commitment to inclusive education for teachers to be able to engage, challenge and extend the full range of students, and measure progression against agreed targets.

### **Domain 2:** Analysis and discussion of data

Collaboratively develop a whole-school approach to build data literacy skills of teachers to identify the next steps in student learning, measure student growth and inform teaching strategies.