

# Brisbane South State Secondary College

## 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

We acknowledge the shared lands of the Meanjin nation and the Turrbal people of the Jagera language region.

### About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 11
Enrolment	1253
Aboriginal students and Torres Strait Islander students	2.1%
Students with disability	17.1%
Index of Community Socio-Educational Advantage (ICSEA) value	1133

### About the review

 4 reviewers from 18 to 21 February 2025	 142 participants	 58 school staff
 53 students	 22 parents and carers	 13 community members and stakeholders

### Key improvement strategies

<p><b>Domain 1: Driving an explicit improvement agenda</b> Review and refine the induction process to ensure staff understand the school's vision, values and unique ways of working to ensure a consistent and united commitment to school-wide improvement.</p>
<p><b>Domain 4: Targeting school resources</b> Prioritise developing future-proofed processes for reviewing and monitoring resource allocations to ensure curriculum teaching and learning resources and facility maintenance investments are sustainably allocated within budgetary and staffing allocations.</p>
<p><b>Domain 6: Leading systematic curriculum implementation</b> Formalise processes to collaboratively evaluate and reflect on all senior programs and pathways, with stakeholders, to guide staff professional learning, resourcing, student aspirations, and future curriculum offerings.</p>
<p><b>Domain 9: Building school-community partnerships</b> Collaboratively develop a communication plan, with parents, including agreed protocols between home and school to ensure all messaging is clear, timely, and responsive.</p>
<p><b>Domain 3: Promoting a culture of learning</b> Refine and clarify the student support model, including roles and responsibilities of support team members, to provide clarity for all stakeholders about the model's processes and practices.</p>

### Key affirmations



**Leaders emphasise they are united and committed to the school vision of 'the new standard' and its role in promoting inquiry, curiosity and a pursuit of excellence.**

Leaders describe the role they play in cultivating a unique culture within the school founded on authentic collaboration between all staff. Teachers speak of the key foundational principles and the impact of engaging with key partners have in providing unique experiences and opportunities for students. They describe how developing unique approaches to supporting teaching and learning informed by research has strengthened student agency. Leaders and staff highlight their commitment to a student-centred approach, with an ethos that is built around high expectations for 'the new standard' for all students.



**Leaders and teachers value the focus on intentional collaboration and celebrate how this supports the teaching team's capability development.**

Teachers and leaders express they are united in their commitment to improving teaching and learning. They highlight how leaders, teachers and teacher aides reflect on their practice through 'Engaging Greatness'. Staff engaged in this process describe how their teaching practice has improved as a direct result of feedback from colleagues and leaders. Teachers articulate how the physical layout of teaching spaces encourages sharing of practice.



**Students, teachers and leaders describe how partnerships provide positive opportunities to expand their knowledge, skills and future pathway options.**

Leaders and staff recognise the contribution of a range of community partners which enhance opportunities for students to progress in their learning and experience success. Staff and community members highlight the Biomedical Academy established with the University of Queensland (UQ) as part of a broader Science, Technology, Engineering, Mathematics and Medical (STEM(M)) strategy. Some staff comment that 'UQ is an extension of our campus' as it engages 300 students across Years 7 to 11 in the STEM(M) program. Leaders, students, partners and parents praise the mutually beneficial partnerships with AFL Queensland and the Brisbane Lions.



**Leaders speak of a learner-focused approach that helps students to develop a deep understanding of self and promotes the attributes of agentic learners.**

A distinct curriculum program delivered to all students across Years 7 to 11 is the 'Learner-Preneur' (LP) program. Leaders describe the research base underpinning LP and the focus on developing agentic learners by fostering a deeper understanding of their own unique learner profile. Students detail the role LP plays in allowing them to reflect on their individual learning styles, build connections and strengthen their communication skills. Teachers, students and parents highly value Student Led Conferencing, a component of the LP program, which allows students to present to their parents on their learning progress, attributes and their year of growth.



**Leaders highlight the value of teachers in leading and collaborating on school initiatives that enhance student learning.**

Students in Years 7 to 9 study Australian Curriculum (AC) subjects which include cross-disciplinary inquiry units covering content descriptions from across multiple learning areas. Teachers and leaders describe how these units provide a great vehicle for students to experience deep learning through inquiry, and meet standards across the curriculum. They refer to the benefit of this cross-disciplinary approach in fostering collective ownership, efficacy and responsibility among teachers for the growth and success of all students.