

Brisbane South State Secondary College

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Brisbane South State Secondary College** from **3 to 5 November 2021**.

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 Assistant Regional Director (ARD) 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)
Michael West	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Annerley Road, Dutton Park	
Education region:	Metropolitan Region	
Year levels:	Year 7	
Enrolment:	205	
Indigenous enrolment percentage:	2.9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	Yet to be decided	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two deputy principals, eight Heads of Department (HOD), Head of Inclusive Practices (HOIP), guidance officer, Business Manager (BM), 12 teachers, three teacher aides, executive services officer, client services officer, student services officer, Information Technology (IT) systems administrator, School Based Youth Health Nurse (SBYHN), chaplain, five cleaners, 28 students and nine parents.

Community and business groups:

President, vice president, secretary and treasurer of Parents and Citizens' Association (P&C), general manager of Brisbane Lions Football Club and state manager of government relations and infrastructure for Australian Football League Queensland (AFLQ).

Partner schools and other educational providers:

- Principal of Greenslopes State School, pro vice chancellor of the University of Queensland (UQ), executive director of The Learner First Australia and K-12 industry executive of Microsoft Australia.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2021-2024
Investing for Success 2021	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	Junior Secondary Learning Framework
School leadership framework	School Online Reporting Dashboard
School pedagogical framework	School newsletters and website
School data plan	Student Code of Conduct
Inner City South State Secondary College Education Brief	School based curriculum, assessment and reporting framework
School Opinion Survey	



2. Executive summary

2.1 Key findings

The college opened at the start of the 2021 school year and epitomises the latest in design and construction.

Meeting demand for state education in inner Brisbane, the college initially opened its doors to 202 students. Innovative in design and curriculum delivery, it is on the threshold of a further five years of growth to full capacity and program implementation. Located at the heart of the 'knowledge corridor', enrolments at the college are expected to rise to approximately 1600 students by 2026 across Year 7 to Year 12.

The college motto, '*Novo Discere Mundo*', translates as '*Learning for a new world*'.

This motto appears in conjunction with the college vision, '*The New Standard*', in a range of artefacts across the campus. Both are well known to staff and students. Leaders indicate that the vision supports direction and improvement across the college. Aligning with the vision for the college are four core values of '*Commitment, Inclusivity, Respect, Integrity*'.

High expectations and an unwavering belief that every student can succeed, underpin college practice.

Executive leaders have intentionally sought to develop a high performance learning culture characterised by quality relationships, quality practice and a commitment to quality outcomes for all. Staff express a strong commitment to, and considerable satisfaction from, working at the college.

College leaders are committed to providing an extensive and world-class curriculum to meet the diverse needs, interests and aspirations of all students at the college.

College documentation identifies four approaches to knowledge acquisition and utilisation – disciplinary, multidisciplinary, interdisciplinary, and transdisciplinary. Teachers talk positively of their experiences with each of these approaches this year. Teachers comment that the use of an inquiry-based context is supporting students to be agents of their own learning and partners in the learning process.

'Challenging conventions', 'collaborating with the best', and 'thinking globally, acting locally' are referenced by staff members as drivers for college initiatives and actions.

The executive principal articulates that 'with our sights firmly set on the future, the college is setting the new standard in education now and in the long term'. The executive principal identifies the challenge ahead as maintaining a shared moral purpose and meaning, whilst continuing to induct new students and staff into the growing college community. A commitment to embedding a positive culture for learning and wellbeing is apparent. The need to scale-up current practices is recognised.



The Leadership Team (LT) clearly articulates the belief that the use of reliable data regarding student outcomes is crucial to the college's achievement agenda.

The college has developed a detailed data plan that outlines the range of data sets to be collected. Particular expertise within the LT brings in-depth interrogation, analysis and presentation of data to inform college programs and progress, and sharing with staff to inform future directions for student learning.

Executive leaders recognise that highly effective teaching practices are critical to engaging students and improving student learning outcomes.

The aspects of precise teaching, high expectations, engaged learning, and intentionally inviting learning culture are consistently referenced by teachers. They articulate a commitment to demonstrating through action that every student will learn and achieve positive outcomes. The college has developed and published a 'differentiated teaching and learning placemat'. It identifies, amongst other things, a range of strategies under the heading 'precise teaching'. Some teachers and leaders acknowledge that developing the capability of all members of the teaching team to fully understand and utilise this range of strategies is an area for further attention.

The leadership team and teachers are committed to building a culture of inclusivity within and across the college.

College leaders encourage and support teachers to tailor their teaching to meet student learning and wellbeing needs. A range of student support staff, intervention and extension programs is available to support students with diverse learning needs across the college. The overall approach to inclusion at the college emphasises access, participation, learning and succeeding. Advocacy, learner profiles, 'learners least served', and academies are some of the features of the college's current approaches to inclusion.

The college's approach to pedagogy draws on both New Pedagogies for Deep Learning¹ (NPDL) and The Learner First², and is known locally as Deep Learning (DL).

Teachers describe a focus on, and commitment to, knowledge acquisition through inquiry-based learning and global competence development. The executive principal acknowledges the need for a systematic approach to providing regular and detailed feedback to teachers regarding their use of the school's pedagogical framework. This is an emerging piece of work at the college.

¹ Fullan, M., Quinn, J., McEachen, J. (2017). *New pedagogies for deep learning: Leading transformation in schools, districts and systems*. SAGE Publications Inc.

² The Learner First. (2020). *Joanne McEachen*. <https://thelearnerfirst.com/>



The importance of positive and caring relationships is recognised by college leaders and staff.

The college leadership team and staff members articulate the importance of positive, caring relationships to successful learning. Through the establishment phase and in commencing operations, the college has actively embraced approaches to build partnerships and enhance engagement with students, parents, and the wider community.

Leaders view the continuing development of staff into an expert teaching team as central to the successful delivery of the college program and in improving outcomes for students.

Teaching staff are highly committed to supporting student learning. Teachers articulate valuing the opportunity to work in an innovative environment and to have the chance to shape its preferred future through integrated and innovative learning and strategic partnerships.

Prior to accepting the first cohort of students, the college established a range of relationships with significant partners.

Significant connections and partnerships were developed through the process of establishing the new school. Extensive processes in community engagement and consultation were undertaken in bringing proposed design to fruition in establishing the school, its footprint in the local area, and in exploring matters such as curriculum links with local schools, and issues such as uniform and associated matters. A salient partnership exists with University of Queensland (UQ).



2.2 Key improvement strategies

Scale-up current processes to further develop and sustain the desired culture of high performance.

Utilise existing expertise to further enhance the data literacy capabilities of all members of staff to support the sophisticated analysis of data to inform next steps for learning.

Build teachers' understanding of and confidence to utilise the range of 'precise teaching strategies' to engage and support all students.

Scale-up and sustain processes to embed a culture of inclusion across the college.

Fully enact the planned whole of college feedback cycle to support a formalised and systematic approach for observation and feedback from school leaders regarding their use of agreed, signature pedagogical practices.