

Balmoral 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 **Balmoral State High School** from **12 to 14 July 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.

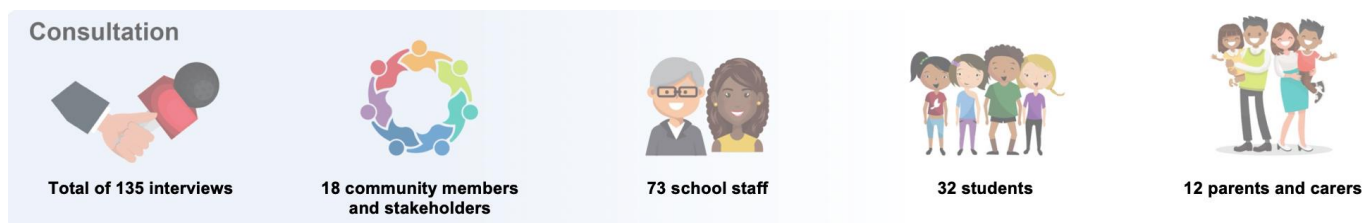
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor 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)
Goldy Sodhi	Peer Reviewer
Judith Fenoglio	Peer Reviewer
Shelley Lewis	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Meanjin (Brisbane) We acknowledge the shared lands of the Turrbal nation and the people of the Yuggera language region.
Education region:	Metropolitan South Region
Year levels:	Year 7 to Year 12
Enrolment:	964
Indigenous enrolment percentage:	3.9%
Students with disability percentage:	18.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	1041

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **17 to 21 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1013 and the school enrolment was 670 with an Indigenous enrolment of 15% and a student with disability enrolment of 6%.

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

- Develop teachers' deep understanding of the school's Explicit Improvement Agenda (EIA) to provide clarity in relation to strategies that they will use to enact it, understanding of the teacher performance indicators and how progress towards targets will be monitored over time. (Domain 1)
- Collaboratively review, develop and document a school-wide pedagogical framework and include processes to quality assure its implementation. (Domain 8)
- Collaboratively review and implement an agreed systematic process for observation, coaching and feedback for all teachers including Quality Assurance (QA) processes to monitor its implementation and impact on school-wide teaching practices. (Domain 5)
- Collaboratively review the Positive Behaviour for Learning (PBL) framework and the Responsible Behaviour Plan for Students (RBPS) to support consistent implementation of agreed strategies to further enhance the school's safe, supportive and disciplined learning environment. (Domain 3)
- Provide Professional Development (PD) and dedicated time to improve staff skills in data literacy in order to expand and deepen the extent that data is used to inform pedagogy and influence teaching practice. (Domain 2)

2. Executive summary

2.1 Key affirmations

A commitment to developing community partnerships that enhance student learning and wellbeing and provide clear future pathways for students is apparent.

The school community describes the establishment of significant partnerships with the local community, sporting organisations, businesses and industry as a strength of the school that promotes academic and vocational student outcomes in addition to being a source of financial and human resources to support innovative school programs. Students, parents and community members speak positively of the school, referencing the wealth of opportunities provided and the range of co- and extracurricular activities and academy programs offered. Partners comment that opportunities to support students are actively sought. Community members describe a strong sense of community at the school.

Staff are committed to developing a learning environment that is reflective of the high expectation that all students will realise their potential.

A positive culture exists throughout the school, which students and staff describe as being respectful, tolerant and inclusive. The school is viewed as a safe place where student learning and wellbeing are the top priorities. The culture of learning is further enhanced through the sporting and cultural academies that are highly valued by parents and students. The principal expresses that it 'takes a village', applauding the commitment and dedication of staff in creating a well thought of, academically successful, and accepting site where students thrive.

Staff, community, parents and students speak proudly of the school.

The local state member expresses that the school is 'outstanding', which is echoed by many community members. The principal is vocal in declaring that the school is a community resource that is welcomed by the broader community. Parents speak highly of the school. Community members articulate that the school is highly regarded, indicating that the rapid growth is testament to this. They describe the school as having a great reputation and is now a school of first choice for many families.

Staff speak of the encouragement and support they receive each day from colleagues.

Most staff articulate that they 'love the school' and 'enjoy working at the school'. They describe one of the most desirable aspects of the school is the strong support and collegiality of staff members. Many teachers and leaders describe a culture of innovation and how taking initiative is actively fostered and encouraged which they attribute to the high regard for staff.

Strong links with local primary schools have contributed towards a seamless transition for students entering high school.

Principals from feeder primary schools commend the close working relationship between the high school and primary school, describing it as exemplary. They indicate that a culture of collaboration and professionalism exists and praise the involvement of the school with their school and students. The principal indicates that the partnership is reciprocal. Parents express that their student was well prepared for high school with the extensive transition activities undertaken.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Implement a range of QA processes to monitor progress and implementation of strategies aligned to the improvement agenda, including opportunities to review and refine approaches, to improve practice and enhance student and staff outcomes.

Domain 3: A culture that promotes learning

Collaboratively review and update the Student Code of Conduct to reflect the current and future school environment to capture successful strategies for clarity, and the consistent management and support of the full range of students.

Domain 4: Targeted use of school resources

Collaboratively review existing organisational structures to effectively maximise the use of human and physical resources, in light of rapid school growth.

Domain 8: Effective pedagogical practices

Develop the instructional leadership capabilities of leaders to implement a regular observation and feedback approach that provides detailed, quality feedback to teachers on their teaching practice.