

Balmoral State High School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
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	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Balmoral State High School** from **17 to 21 May 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Peter Grant	Internal reviewer, SIU (chair)
Alan Smith	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Corner of Thynne and Lytton Roads, Balmoral
Education region:	Metropolitan Region
Year opened:	1958
Year levels:	Year 7 to Year 12
Enrolment:	670
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1013
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	56
Significant partner schools:	Bulimba State School, Morningside State School, Murarrie State School
Significant community partnerships:	Southside Eagles Football Club
Significant school programs:	Aerospace Gateway Schools, Boeing Defence Australia



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, nine Heads of Department (HOD), Head of Special Education Services (HOSES), two guidance officers, Business Manager (BM), 31 teachers, seven teacher aides, five administration officers, two cleaners, Youth Support Officer (YSC), School-Based Youth Health Nurse (SBYHN), 78 students and eight parents.

Community and business groups:

- Parents and Citizens' Association (P&C), Southside Eagles Football Association, Australian Business and Community Network (ABCN), Zonta Club and Gateway Learning Committee (GLC).

Partner schools and other educational providers:

- Principals of Morningside State School, Murarrie State School and Bulimba State School.

Government and departmental representatives:

- Councillor for Morningside Ward – Brisbane City Council, State Member for Bulimba and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2017-2020
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Professional development plan
School pedagogical framework	School newsletters and website
School Opinion Survey 2018	Responsible Behaviour Plan for Students
Balmoral Blue Print	New and Beginning Teacher program
Leadership Roles and Responsibilities	Team Accountability Chart



2. Executive summary

2.1 Key findings

The school leadership team is unified in their commitment to driving a strong improvement agenda to improve student learning and outcomes.

The Explicit Improvement Agenda (EIA) is underpinned by work undertaken in response to identified improvement strategies in the school's previous review. There is a clear understanding by staff, students, parents and community members that the school expects all students to learn successfully. Students, parents and community representatives articulate that the school encourages and supports high expectations of attendance and engagement to maximise student learning and outcomes.

School leaders and teachers share a deep belief that every student can learn successfully.

The staff and school community recognise that a positive and caring learning environment has been built over recent years. The maintenance of this safe, respectful, tolerant and inclusive learning environment is acknowledged as integral to the ongoing improvement in student achievement and outcomes. Staff speak of a culture of strong collegial support. They acknowledge mutual trust as a strength amongst colleagues.

The EIA clearly identifies 'Writing for Thinking – Improving students' writing through thinking skills and instructional coaching' as the school's priority in 2019.

School leaders and most teachers articulate the EIA as 'Writing for Thinking'. The leadership team recognises that staff members are yet to develop clarity and understanding of the identified link between improving writing and the development of thinking skills. The documented EIA includes performance indicators for teachers that identify expectations of what teachers should do to support successful student learning and outcomes. Teachers indicate that their awareness of and clarity of understanding of the performance indicators for teachers are yet to emerge.

The leadership team recognises that highly effective teaching is the key to improving student learning outcomes throughout the school.

The school's documented pedagogical framework has been established for some time and is identified as the Art and Science of Teaching (ASoT)¹. The school's current expectations regarding pedagogical practice across the school are not yet clear. School leaders and most teachers acknowledge that a deep understanding of a current school-wide agreed pedagogical framework is yet to be developed.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



The school expects all teachers to be highly committed to the continuous improvement of their own teaching and professional capability.

Feedback protocols and conventions are documented to guide collegial engagement processes. Teachers indicate that learning walks by school leaders are the most common form of observations. Feedback from students is sought to provide rich information to teachers. The frequency and rigour of lesson observations and associated feedback vary across the school.

The school's Responsible Behaviour Plan for Students (RBPS) promotes a commitment to providing a safe, respectful and disciplined learning environment for students and staff.

This is enacted throughout the school as 'REAL' behaviour – being Responsible, Excellent, Accepting and a Learner. The RBPS includes a behaviour matrix that documents inappropriate behaviours and the strategies and consequences that should be applied. Teachers articulate that the application of the strategies and consequences varies across the school.

School leaders clearly articulate their belief that reliable data regarding student outcomes is crucial to the school's improvement agenda.

A range of data is used to drive strategic decision making at whole-school, program and faculty level, including resource allocations and curriculum programs. Teachers are able to articulate how they use student achievement data to inform their planning and to identify the next steps in learning required to meet individual student needs. Teachers indicate that they are keen to build their skills in this area and would appreciate Professional Development (PD) opportunities.

The school makes deliberate and strategic use of partnerships with families, local businesses and community organisations to access resources not available within the school, for the purposes of improving student outcomes.

Parents and members of the community report that the strength of the school's partnerships has impacted positively on the public perception of the school as a provider of quality education and strong opportunities for students in recent years. They point to the significant increase in student enrolment as evidence of the school's enhanced reputation in the community.



2.2 Key improvement strategies

Develop teachers' deep understanding of the school's 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.

Collaboratively review, develop and document a school-wide pedagogical framework and include processes to quality assure its implementation.

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.

Collaboratively review the Positive Behaviour for Learning (PBL) framework and the RBPS to support consistent implementation of agreed strategies to further enhance the school's safe, supportive and disciplined learning environment.

Provide 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.