

Bellbird Park State Secondary College

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School and Region Reviews (SRR) at **Bellbird Park State Secondary College** from **8 to 11 August 2022**.

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

1.1 Review team

Cameron Wayman	Internal reviewer, SRR (review chair)
Julie Pozzoli	Internal reviewer
Dorothea Jensen	Peer reviewer
Ross Zelow	External reviewer
Wayne Troyhan	External reviewer



1.2 School context

Indigenous land name:	Jagera, Yuggera and Ugarapul.
Location:	Alesana Drive, Bellbird Park
Education region:	Metropolitan Region
Year levels:	Year 7 to Year 12
Enrolment:	1719
Indigenous enrolment percentage:	10.9 per cent
Students with disability percentage:	19 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	953
Year principal appointed:	2016



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two Business Managers (BM), five deputy principals, five Heads of Year (HOY), 12 Heads of Department (HOD), guidance officer, two administration officers, executive assistant, six teacher aides, four diversity teachers, chaplain, Community Education Counsellor (CEC), two canteen staff, canteen assistant, two Information and Communication Technology (ICT) assistants, Youth Support Coordinator (YSC), Beyond the Broncos student support officer, Community Liaison Officer (CLO), 62 teachers, 196 students and 11 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Training Direct Australia managing director, Australian Child Care Career Options (ACCCO) national training and operations manager, Talanoa Consultancy managing director, YXL Institute founder/director, Helen's Haven founder and president and Salvation Army youth worker.

Partner schools and other educational providers:

- Augusta State School principal, Goodna State School principal, Kruger State School principal, Camira State School principal and Collingwood Park State School principal.

Government and departmental representatives:

- Two ARDs.



2. Executive summary

2.1 Key findings

A strong collegial culture of mutual trust and support is prioritised that promotes staff wellbeing.

Staff speak of the collegial nature of their workplace, and value the supportive working environment, including the opportunity for teacher aides to work collaboratively with teachers. Many staff elaborate on the support that colleagues offer both personally and professionally. Staff share that this culture is a strength of the college and enhances the appeal for staff to want to be part of the college and community.

Supporting the learning and wellbeing needs of all students is prioritised.

Human, financial and physical resources are allocated to meet students' identified learning and wellbeing needs. Investment has been made in employing staff, including Youth Support Coordinators (YSC), First Nations support staff and Pasifika, African and First Nations liaison officers. Staff, students and community members praise the success of these appointments in supporting students. The college also prioritises literacy and numeracy by appointing Advisory Visiting Teachers (AVT).

Many staff acknowledge the work and effort invested by staff over previous years to ensure whole-college programs are documented and enacted.

With the first cohort of senior students soon graduating, the entire complement of schooling will have been implemented. Teachers identify this as a chance to consolidate their existing efforts moving forward. Some teachers express that future planning and current priorities are yet to be fully clear. The opportunity to engage the college community in collaborative inquiry cycles that monitor and evaluate the impact of current initiatives and whole-college programs and their impact on student learning outcomes is yet to be apparent.

The Explicit Improvement Agenda (EIA) has remained consistent over recent years with a clear focus on reading, writing, numeracy and culture.

Many staff are able to share the EIA and comment on the passion and advocacy that the leadership team portrays towards these focus areas. College leaders express a need to link Annual Implementation Plan (AIP) key performance indicators to classroom practices and how these practices may value-add to the work in classrooms. Staff knowledge of these key performance indicators, how they relate to their daily roles and responsibilities, and how they may influence student learning outcomes is yet to be fully understood.

Faculty-level moderation processes are established across the college.

Some staff share that current moderation processes allow for professional conversations and sharing expectations regarding student learning and achievement. Many teaching staff express they would welcome additional designated time aligned to key reporting and assessment junctures to expand upon, deepen and authenticate the moderation process. College leaders and many teachers express a desire for greater consistency in the whole-



college approach to moderation. The leadership team articulates their intention to further explore opportunities to provide teachers with increased opportunities to moderate student work.

A collaboratively developed data plan guides the focus on ‘a year’s worth of progress for a year’s input’.

Executive leaders outline definite purposes for data use across the college. They articulate that the data plan shows an explicit process of review, analysis and reflection. Leaders indicate this analysis is used to support pedagogical practices in response to the data. Some staff describe differing levels of ability in their use of data, and teachers share that their levels of data literacy are varied. An action-oriented approach to the use of data by teachers to inform teaching and learning practices is yet to be apparent.

The executive leadership team share a commitment to attracting, retaining and developing teachers to be experts in their field.

The Teaching Career plan demonstrates attraction and retention strategies and aspirant learning opportunities. New and beginning teachers are supported through a retreat at the commencement of each year. Some staff are specifically recruited for their skills and expertise. Early career teachers describe the value of internal and external mentoring and coaching.

Staff, students and the wider community value students’ diverse cultural backgrounds.

Students proudly speak of their cultural backgrounds, and articulate that they have an adult in the college whom they trust and are able to connect with. Acknowledgment of traditional owners is a college routine. The college’s establishment of a Cultural Hub and staff professional learning prioritises building cultural competence. The executive team recognises the establishment of a unique college haka as a ritual with cultural significance. Parents and the community acknowledge that the college is inclusive of all cultures.



2.2 Key improvement strategies

Engage key staff in collaborative inquiry cycles that monitor and evaluate the impact of current initiatives and whole-college programs, and their impact on student learning outcomes.

Collaborate with staff to review and enact a shared understanding of how improvement strategies are enacted in classrooms, and how the AIP influences and empowers staff to improve student learning outcomes.

Review moderation processes to provide an opportunity to inform ongoing curriculum and assessment judgements, aligned to key reporting and assessment junctures.

Develop consistent college practices that empower teachers to analyse, interpret and use data in guiding student learning.