

Bracken Ridge State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Bracken Ridge State School** from **30 August to 1 September 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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Liam Hackwood	Peer reviewer
Garth Hunt	External reviewer



1.2 School context

Indigenous land name:	Turrbal
Location:	Binburra Street, Bracken Ridge
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	310
Indigenous enrolment percentage:	12 per cent
Students with disability percentage:	10 per cent NCCD – 30 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977
Year principal appointed:	2021



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Head of Department – Curriculum (HOD-C), school psychologist, guidance officer, 19 teachers, seven teacher aides, auxiliary staff member, 26 students and 23 parents.

Community and business groups:

- Sandgate Tackle Land representative and Jabiru student wellbeing worker.

Partner schools and other educational providers:

- Principal of Aspley East State School, principal of Sandgate District State High School, acting deputy principal of Bracken Ridge State High School, Bracken Ridge Early Childhood Education and Care (ECEC) centre coordinator and Mother Duck Bracken Ridge ECEC director.

Government and departmental representatives:

- Brisbane City Councillor Bracken Ridge Ward, Inclusion Cap Facilitator Metropolitan Regional Office and ARD.



2. Executive summary

2.1 Key findings

Staff members articulate a strong sense of collegiality and describe a supportive and engaging working environment.

Staff members highlight that one strength of the school is the collegiality and the personal and professional support provided by colleagues. School leaders and teachers are united in the vision for school improvement and are dedicated to supporting all students to succeed. Staff members and families indicate a sense of trust in school leaders for maintaining and building on the high expectations for learning, behaviour and wellbeing.

Staff are driven by the belief that every student is capable of successful learning.

Staff commit to every student in every classroom, every day, and there is a clear focus on understanding the learner. Staff possess and display strong alignment to continuous improvement for all students through the analysis of student data. A culture of high-quality teaching and learning experiences and engagement strategies exists to support all students.

School leaders articulate the importance of a high-quality curriculum.

The school is developing a consistent approach to curriculum planning and delivery. Staff acknowledge the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning across the school. School leaders and teachers express a desire to move away from the utilisation of Curriculum into the Classroom (C2C) resources, towards the development of school-based units created with clear alignment to the Australian Curriculum (AC). Year level teams engage in moderation practices to develop greater understanding of the AC achievement standards.

There is a strong sense of collective efficacy with staff members feeling that the work they do has a positive impact on student outcomes.

The school places a high priority on ensuring that students are at the centre of their education. School leaders believe and communicate that all students are capable of learning given the right conditions, right support, and enrichment at the right time. They understand that children develop and learn at different rates, in different ways and have different interests. School leaders also believe that it is everyone's role to know their students deeply so that differentiation may provide the support they require to experience improvement and success.

The school is establishing a consistent approach to high-quality teaching.

Leaders articulate a belief that consistent implementation of evidence-based teaching approaches will provide continuity of learning for students and promote high expectations for student achievement. Teachers and leaders are exploring the school's teaching and learning approaches and practices to identify agreed High Impact Teaching (HIT) strategies.



A collaborative approach to curriculum planning across the school ensures alignment to the AC.

School leaders and teachers express a desire to build skills in developing locally relevant units of work in order to engage students in interesting learning experiences aligned to their own lived experiences. Teaching staff articulate that they would value the opportunity to strengthen their knowledge and understanding of the full breadth of the AC in order to effectively adapt learning experiences to meet the needs of their students.

The principal acknowledges the importance of building the instructional leadership capabilities of school leaders and future teacher leaders to ensure they are developing an expert teaching team.

Leaders recognise the importance of continuing to develop their own expertise as instructional leaders to build staff capability. Some school leaders acknowledge the value in initiating PD and networking opportunities so they may confidently and consistently build the instructional capability of staff. Teachers express a strong desire to build their expertise, and many indicate that they value receiving feedback on their instructional practices.

There is a clearly articulated belief that school-wide analysis and discussion of data improves student performance.

School leaders and teachers place significant importance on the use of data to inform decisions and school direction. The school has a data-rich environment with strong data analysis and extensive tracking of students, with data used as a starting point in learning. A high priority is placed on engaging in deep data analysis with a commitment by all staff to know all students. Teachers speak highly of the time provided to participate in weekly Intentional Collaboration Meetings (ICM) to review student progress, set goals, and target precise instruction for student groups in co-teaching platforms.

Community partnerships are an important contributor to student learning and wellbeing.

School leaders speak fondly of their relationship with extensive community organisations who support families and enhance learning and wellbeing opportunities for students. Community stakeholders highlight the reciprocity of these relationships with the school. Parents and caregivers outline the importance of their role in their child's education. School leaders maximise the potential of these relationships and are relentless in ensuring their sustainability.



2.2 Key improvement strategies

Build consistency of planning, assessment, moderation and reporting through Quality Assurance (QA) processes.

Further develop school-wide shared expectations and staff capability regarding the planning, documentation and implementation of differentiated practices to meet the learning needs of the full range of students.

Build teachers' capability in understanding, selecting and applying the appropriate school-identified pedagogical approaches to meet the needs of all students.

Further develop all staff knowledge, understanding and application of the full breadth of the AC to build capabilities in developing locally relevant and challenging learning experiences.

Further develop the instructional leadership skills of leaders and teachers to support and monitor the implementation of school priorities.