



# School Improvement Unit Report

## **Bowen State High School Executive Summary**

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Bowen State High School from 27 to 29 May, 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	1-9 Argyle Park Road, Bowen
<b>Education region:</b>	North Queensland Region
<b>The school opened in:</b>	1963
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	664
<b>Indigenous enrolments:</b>	15 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	911
<b>Year principal appointed:</b>	2010
<b>Number of teachers:</b>	51
<b>Nearby schools:</b>	Bowen State School , Queens Beach State School
<b>Significant community partnerships:</b>	Abbot Point Bulkcoal, Girudala Parent and Community Engagement, Bingalie PACE, Bowen Gumlu Growers Assoc., Floral Notes, Bowen Independent
<b>Unique school programs:</b>	Right on Track Reading Program, Inclusive Program – Co-operative Teaching Model, Trade Training Centre – Vocational Education, Independent Learning Centre - ILC



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two Deputy Principals
  - Seven Heads of Department, one HOSES
  - Business Services Manager
  - Guidance officer, student support team
  - Master teacher
  - Local community representatives
  - Local councillor and State MP
  - Community Education Counsellor
  - Tuckshop convenor
  - Two state school principals
  - Parents and Citizens' (P&C) association president and five other parents
  - Student leaders and 40+ students across various year levels
  - 33 classroom teachers, four teacher aides, two administration officers
  - School cleaners and support staff

### 1.4 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Tom Robertson	External reviewer
Karen McKinnon	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school's improvement agenda features a broad range of initiatives.

The principal and other school leaders are committed to and explicit about their objective to provide every student with opportunities to achieve successful learning outcomes. The school has an existing commitment to a broad range of improvement strategies but as yet, a strategic approach to quality assurance has not been fully implemented. As a result, there are variations in the consistency and degree of implementation across the school.

- A high priority is given to the school-wide collection, analysis and discussion of data on student outcomes.

There is a whole-school commitment to every student's success evidenced in a range of embedded strategies. Consistent school-wide engagement with the Quadrant of Learners and Class Action Plan strategies are driving a robust, data informed approach to gauging the learning needs of students. The recent +1 approach is credited with significant impact on a positive learning culture, however, commitment to this improvement strategy appears to vary considerably across the site.

- School leaders and teachers are committed to identifying and understanding better teaching, however, consistent implementation is not yet apparent.

The school identifies *Visible Teaching Visible Learning* and its seven included elements as being its pedagogical framework. Implementation is not being driven by a strategic and documented approach. Staff confidently articulate some of the elements, however, it is difficult to identify a cogent whole school narrative that is shared by all staff.

- There are some inconsistencies in process around maintaining a safe, respectful and tolerant learning environment.

The School Wide Positive Behaviour Support (SWPBS) themes of *Be Respectful*, *Be Responsible* and *Be Safe* are referenced in some locations, however, they do not appear to be common within the everyday school lexicon. Momentum seems to have slowed since SWPBS was introduced in 2012, with reported inconsistent approaches by staff impacting upon the effectiveness of the program. Students and some staff reported concerns with matters of perceived fairness and inconsistent whole-school management of behaviour. In 2015 *Habits of Minds* is being introduced to the repertoire of positive behaviour strategies.



- The school deploys resources to optimise impact on student learning and wellbeing needs.

The school has targeted resources into a model of co-teaching in classrooms to develop inclusive practices. This model provides for intensive coaching and support for teachers to enhance capabilities around differentiated teaching practices. Staff attribute high value to this strategy and believe it is both an efficient resource deployment model and a vehicle for staff support and development.

- The school has placed priority upon developing a school-wide, professional team that reflects on teaching practice as part of their professional growth.

The school expects all teachers to be actively involved in the continuous improvement of their teaching and to be focused on the development of knowledge and skills required to improve student learning. All staff are expected to be involved in the classroom observation and coaching program with their mentor Head of Department (HOD), their faculty HOD, peer to peer, and with the administration team.



## 2.2 Key improvement strategies

- Narrow and sharpen the focus of the explicit improvement agenda to enhance understanding of, and commitment to, identified priorities and targets.
- Further develop the +1 strategy to ensure a consistent, school-wide approach.
- Document a structured, strategic implementation plan for the pedagogical framework that clearly identifies responsibilities, targets and timelines, and a program of on-going staff development.
- Reinvigorate the SWPBS initiative to engage staff and ensure consistency of approach. Develop strategies to ensure Habits of Mind is incorporated effectively within the SWPBS approach.
- Build on the successful co-teacher model to underpin school-wide teacher coaching and mentoring.