

Bowen State High School

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 Improvement Unit (SIU) at **Bowen State High School** from **10 to 12 June 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

Paul Pengelly	Internal reviewer, SIU (review chair)
Sharon Anderson	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Argyle Park Road, Bowen
Education region:	North Queensland Region
Year opened:	1961
Year levels:	Year 7 to Year 12
Enrolment:	625
Indigenous enrolment percentage:	20 per cent
Students with disability enrolment percentage:	5 per cent – Education Adjustment Program (EAP) 20 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Index of Community Socio-Educational Advantage (ICSEA) value:	930
Year principal appointed:	Term 2, 2015
Day 8 staffing teacher full-time equivalent (FTE):	54 – teaching staff 28 – non-teaching staff 5 – Indigenous staff
Significant partner schools:	Bowen State School, Queens Beach State School, Merinda State School
Significant community partnerships:	Queensland Minerals and Energy Academy (QMEA), Bowen Chamber of Commerce, Abbot Point Bulkcoal Pty Ltd, Le Sorelle Coffee House and Florist, LJ Hooker Bowen, Melco Engineering, KTM, Technical and Further Education (TAFE) North, CQ University (CQUni), Brisbane School of Distance Education (SDE), James Cook University (JCU), Murroona Gardens, Binnacle Training
Significant school programs:	QMEA, i-Lead program, Positive Behaviour for Learning (PBL), classroom profiling, Independent Learning Centre (ILC), Trade Training Centre (TTC), Right on Track Reading program, Quick Smart Numeracy program, Cooperative Teaching program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

- Principal, three deputy principals, nine Heads of Department (HOD), Business Manager, Head of Department Inclusive Practices (HOIP), six Year Level Coordinators (YLC), 23 teachers, nine teacher aides, schools officer, cleaner, three administration officers, transitions officer, science operations officer, 33 students, five parents and Community Education Counsellor (CEC).

Community and business groups:

- Parents and Citizens Association (P&C) president and six community partners.

Partner schools and other educational providers:

- Three primary partner school principals and Regional Head of Inclusive Schooling.

Government and departmental representatives:

- Mayor of Whitsunday Regional Council, office of the Member for Burdekin, Federal Member for Dawson and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview and balance sheet
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Curriculum Planning (Clarity) Process	Visible Teaching Visible Learning handbook
Collegial Scheme of Engagement	Literacy handbook
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Staff members, students and community members speak of an improvement journey over the past four years and attribute the positive, inclusive learning culture and engaged school community to strong and consistent leadership.

The school aims to produce students who will become successful members of society and are able to compete in an increasingly complex world in which they will work and live. Leaders describe a unified and highly engaged staff, nurturing a school that is founded on the strong values of *'respect, learning and community'*. They attribute these values as the basis for strong relationships with each other, driving learning, work and the achievement of success in a supportive and inclusive environment.

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.

A strong drive for improved student outcomes is apparent across the campus and this focus is informing the work of school leaders and teachers. High expectations are articulated by school leaders and a culture of high expectations is emerging across the school. The values, expectations and inclusive ethos of the school are visible in signage and murals across the school. The physical environment is well maintained, attractive and supports learning.

School leaders are committed to the development and implementation of a strategic whole-school approach to improving student learning outcomes.

Teachers and school leaders are consistent in their articulation of the focus for the current improvement agenda as quality teaching and learning, literacy and numeracy, and inclusive practices. Further reflection on the improvement agenda implications for individual staff members, or how progress or success would be measured, indicates that consistent understanding and application are yet to be achieved across the full range of components.

The Collegial Scheme of Engagement is established to communicate expectations regarding teacher engagement with observation and feedback, and development of classroom management capabilities.

Staff predominantly indicate a clear understanding of the requirements for this initiative, and describe a variable level of engagement with identified components. Teachers speak of challenges in balancing time and workload across the extent of school improvement initiatives. Some articulate they would prefer more structured opportunities to receive quality observation and feedback regarding their pedagogical practice.



The school places a strong emphasis on ensuring all students achieve to the best of their ability.

Many teachers in their day-to-day lessons acknowledge the need to extend learning opportunities for all learners, including high achieving students. A deliberate, school-wide approach to differentiating for the full range of learning needs is identified as an emerging process.

Teachers are trialling strategies to utilise technology in innovative ways to engage students and to enhance their learning.

Some staff members identify the need to expand the Information and Communication Technology (ICT) infrastructure and their ICT skills to enable them to effectively integrate the use of ICTs into their teaching and learning programs. Teachers report a degree of concern regarding accessing sufficient levels of technology at appropriate times to integrate its use into their learning programs.

Staff members are committed to the success of all students and there is a belief across the school that every student can learn and achieve.

Staff members are cognisant of the challenges some students face in order to engage effectively in learning. The school practices an inclusive philosophy whereby students who require a modified curriculum are taught in mainstream classes alongside similar-aged peers with additional support. Students and parents agree that the school's teachers provide a caring, supportive and inclusive learning environment as a foundation for quality learning.



2.2 Key improvement strategies

Further refine and clarify the scope of the identified Explicit Improvement Agenda (EIA) to enhance school-wide understanding of, commitment to, and communication of identified priorities, targets and timelines.

Build on the established collegial model to ensure consistent ongoing engagement, and to provide further opportunities for formalised observation, feedback, coaching and mentoring regarding teacher pedagogical practice.

Enhance the capability of teachers to differentiate the delivery of teaching and learning for all students in their day-to-day lessons, including a focus on high-achieving students.

Develop and resource a strategy for ICT learning engagement and infrastructure delivery, to effectively support curriculum implementation.