

Bowen State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Bowen State High School** from **31 October** to **2 November 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

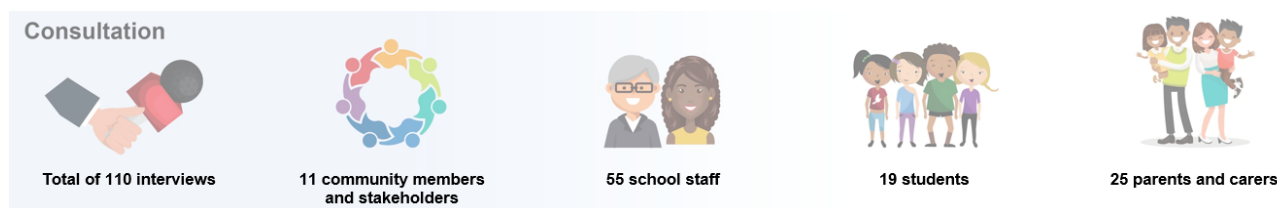
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Brendan Shannon	Peer Reviewer
Ken Rogers	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Bira Gubba nation and the Juru people
Education region:	North Queensland Region
Year levels:	Years 7 to 12
Enrolment:	667
Indigenous enrolment percentage:	23%
Students with disability percentage:	17.2%
Index of Community Socio-Educational Advantage (ICSEA) value:	926

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **10 to 12 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 930 and the school enrolment was 625 with an Indigenous enrolment of 20% and a student with disability enrolment of 20%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 1)
- 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. (Domain 5)
- 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. (Domain 7)
- Develop and resource a strategy for Information and Communication Technology (ICT) learning engagement and infrastructure delivery, to effectively support curriculum implementation. (Domain 4)

2. Executive summary

2.1 Key affirmations

Parents, students, staff and the community describe the school as ‘moving forward’ with a focused improvement agenda.

The school community expresses their appreciation for the appointment of a permanent principal, and for the stability this position brings to the school. The principal and other leaders speak of focusing on leading teaching and learning for further student and school success. Staff voice a sense of excitement and optimism with where the school is heading, articulating an expectation of further success for students and the school.

The principal is proud of partnerships that are strategically established to address the diverse student needs.

The principal and leaders recognise the importance of developing and maintaining quality strategic partnerships to provide learning opportunities for staff and students. They express appreciation for the support from the community, citing examples of accessing community expertise, the provision of awards, and donations of materials and labour. Leaders articulate that parents and families are integral members of the school community. Parents speak highly of the teachers and appreciate how so many teachers go out of their way to support students.

Parents and the wider community recognise the dedicated efforts of staff to provide opportunities for students whilst at school and upon exit.

An extensive range of quality partnerships have been established with external education and training providers to support vocational and academic pathways for students. Students voice gratitude for opportunities to explore the range of employment opportunities available locally. Leaders, staff and parents convey their appreciation for academy programs which allow extended learning opportunities for high-achieving students. All Year 10 students access work experience with local businesses, who identify the mutual benefits from these arrangements. Staff, students and parents communicate their appreciation for the range of diverse learning opportunities available.

Parents, staff and students identify a high priority is given to building caring relationships as a pre-requisite for positive learning.

Staff articulate an aspirational vision of a caring community committed to all students achieving their potential in a respectful learning environment. They convey being happy, using phrases such as ‘I love the school’. When questioned, staff attribute their high satisfaction to the responses of staff support, collegiality, and building of relationships with students. Students describe their teachers as the best part of the school, conveying a belief their teachers do everything possible to support them and their learning.

Leaders, teachers, parents, and community members express pride in the school for aspiring to provide high-quality and inclusive education to all students so they can ‘Be Prepared for all Things’.

Parents, staff, students and community members recognise the school as being fully inclusive. An expectation exists that teachers will know their learners. Parents express appreciation for the positive impact they, and their students, experience when students are fully involved in classes with their age-equivalent peers. Leaders commend teachers for identifying and supporting highly able students operating above level. They recognise the placement of these students on Individual

Curriculum Plans (ICP) is exemplary practice. Staff express pride with the support provided for individual students.

Leaders and staff identify the strong procedures in place to encourage and develop a culture as a community of learners.

The principal articulates the importance of highly skilled teachers for student learning and success. Teaching and non-teaching staff identify the support to access Professional Development (PD) opportunities to develop their knowledge and skills, provided both internally and externally. They outline structural timetable changes to incorporate collaboration time for curriculum planning, assessment construction and moderation. The Beginning Teacher Program is highly regarded, with staff articulating extensive support. The principal praises the willingness of staff for taking on higher duties in the school.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Identify and engage in opportunities for leaders to build their leadership capability as a high-performing, cohesive team leading teaching and learning.

Collaboratively develop and communicate the roles and responsibilities of leaders and key staff to create a shared understanding of 'who does what', clarify accountabilities and align portfolios to the school's strategic direction.

Domain 4: Targeted use of school resources

Review the allocation of human resources in meeting the needs of all students and staff to ensure alignment to school priorities and support for students.

Domain 3: A culture that promotes learning

Collaboratively review and enact agreed student behaviour support processes to maximise the pre-conditions for teaching and student learning.

Domain 8: Effective pedagogical practices

Collaboratively review, consolidate and communicate agreed pedagogical approaches for consistent high-impact teaching practices to support student learning and increase engagement.