



BREMER
STATE HIGH SCHOOL



Bremer State High School

Everyone belongs at Bremer



STRATEGIC PLAN 2024-2027

Our purpose

To empower every student on a path to a successful future.

Our vision

Everyone belongs at Bremer; we are a deeply connected community that learns, grows and celebrates together.

Our focus areas

To achieve our 2027 vision, we will focus on:

- Teaching and learning
- Engagement and belonging
- School Culture
- Sustainability and growth

Our school initiatives

Our school initiatives will ensure we collaboratively design and build systems that work to deliver educational achievement in an environment that fosters a strong sense of belonging to our community.

- Instructional leadership
- Multi-tiered System of Support
- Digital learning
- Community engagement
- Excellence programs

Our three phases

At Bremer, we believe in the importance of knowing each student and their path. At our school, we recognise three distinct phases that align with the growth of students as they develop as learners.



Our School Values:

Routine and Structure

At Bremer State High School, we cultivate a positive, structured learning community by setting clear processes and expectations through utilising the Pedagogical Framework, Critical Routines and Positive Behaviour for Learning.

High Expectations

At Bremer State High School, we set high expectations by being accountable in our monitoring of student achievement, engagement, and attendance for support and continuous improvement.

Belonging

At Bremer State High School, we support students to grow as individuals by providing a range of academic, cultural, community and extracurricular opportunities that nurture their sense of belonging and wellbeing.

Diversity

At Bremer State High School, we celebrate the diversity of our school community and support our students to grow as life-long learners. We value our students' individuality and provide support through programs and curriculum.

Acknowledgement of Country

Bremer State High School acknowledges the Jagera, Yuggera and Ugarapul People, the Aboriginal Owners of the land where Bremer State High School is located. We recognise their connection to Country and their role in caring for and maintaining Country over thousands of years. May their strength and wisdom guide us.



Bremer 2027

Ipswich's most respected and admired school.



Our purpose

Empowering every student on a path to a successful future.



Our vision

Everyone belongs at Bremer - A deeply connected community where we learn, laugh, grow and celebrate together.

Our Focus Areas for Improvement



Teaching and Learning

Excellence in student achievement through the expert enactment of a broad, contextualised, quality-assured curriculum. Utilising expert teaching practices in every classroom to enable all students to improve and thrive

This means we:

- Have a common goal for every student to be achieving at least one year of learning growth each year.
- Have clear processes to track, monitor and differentiate support so that every child is learning and improving.
- Work as a team to enact consistent pedagogical practices, outlined in the Bremer Blueprint, across all learning environments.
- Have a clear written curriculum that is regularly reviewed as part of a quality assurance cycle.



Engagement and belonging

Connecting our students, staff, parents and community with the learning and culture of our school. With a focus on the belonging and engagement of our people, we create a desirable learning and working environment and a strong foundation for educational achievement.

This means we:

- Know each student and their path.
- Support staff and student belonging and engagement to establish a strong foundation for educational achievement.
- Connect students with our school through excellence and extracurricular engagement opportunities.
- Engage our parents as partners in learning by lowering barriers to participation.



Culture and inclusion

We recognise that the Bremer culture has the potential to be our greatest strength. By creating an inclusive and accessible environment, we are laying the foundations to be a highly desirable place to learn and work.

This means we:

- Create inclusive, culturally safe and accessible education for all students.
- Have shared values and standards that are widely understood and regularly communicated.
- Promote staff and student connectedness by recognising and celebrating excellence.
- Provide pathways and programs for individuals to excel and flourish in areas of strength.
- Embed authentic student voice in decision-making through the Student and School Councils.



Sustainability and growth

Bremer's third phase has begun, as the new school matures, and student numbers stabilise. By enacting deliberate, collaborative planning, we can ensure that our facilities, programs, offerings, and human resources continue to meet the needs of our community.

This means we:

- Plan the future of our school site, so that our school meets the needs of our students now and in the future.
- Develop a workforce strategy that allows our programs and offerings to grow sustainably.
- Review and modernise our budgeting processes, asset replacement schedules, IT infrastructure and SRS programs.

Our school initiatives



Instructional leadership

Empowering Bremer school leaders to focus on the growth and development of every student and teacher.

Actions include:

- Develop the instructional leadership practices of all school leaders.
- Embed practices that provide all teachers with opportunities to receive feedback on their classroom instruction from school leaders.
- Create planning processes for faculties aligned to the Department and school strategic vision and direction.
- Enact a systematic approach to collegial engagement that enables classroom observation and feedback from peers.
- Provide a comprehensive professional development program aligned to identified teaching and learning priorities.
- Strengthen the APR cycle by incorporating it into the professional development calendar.



Multi-tiered systems of support

Providing student academic, behavioural and social-emotional supports as part of a whole-school evidence-based instruction and intervention system.

Actions include:

- Implement a staged introduction of multi-tiered systems of support (MTSS) across all elements of behaviour, academic and social-emotional learning (SEL) delivery.
- Embed consistent tier 1 universal pedagogical practices (Bremer Blueprint), including Critical Routines, Essential Skills for Classroom Management (ESCMs), Explicit Instruction and High Impact Teaching Strategies.
- Regular screening to ensure responsivity to student needs.
- Combine Wellbeing and Access support initiatives into a single multi-tiered system of support for Wellbeing.
- Implement and quality assure a 12-month NCCD process that captures authentic evidence of teacher supports and adjustments.



Digital learning

Embedding future-focussed learning practices to connect students with their work.

Actions include:

- Enhance the capability and confidence of teachers in digital teaching and learning.
- Connect all student with digital learning opportunities through the staged delivery of a school-owned device program.
- Enhance the access to digital resources for all students at the school through a staged implementation of the Computers for Students program and a revitalised infrastructure plan.
- Align digital subscriptions and resources across the school so that there is a streamlined, comprehensive suite of resources for all teachers.



Community engagement

Driving deep engagement with partner schools, businesses and the local community.

Actions include:

- Establish a school council to foster increased engagement across stakeholder groups in our school.
- Establish pathways that link the primary and secondary school experience in community, culture, student leadership, arts and sports.
- Develop strategic partnership opportunities that deliver opportunities for our students.
- Leverage our school facility to partner with community organisations and clubs.
- Partner with a range of external organisations like ABCN, that broaden the horizons of our students.



Excellence pathways

Establishing and enhancing excellence programs in academics, the arts, sport, and culture.

Actions include:

- Establish academic excellence programs across 7-10 for all core subjects, with connections and pathways to early tertiary engagement.
- Provide a suit of excellence programs in the Arts including music and the performing arts.
- Grow Bremer Sport as the premier secondary school sporting program.
- Establish the Ipswich Academy of Sport as an elite sporting pathway to foster strong links with the primary and tertiary sector.

Our Three Phases

At Bremer, we believe in the importance of knowing each student and their path. At our school, we recognise three distinct phases that align with the growth and development of students.

Three distinct phases of learning at Bremer



Junior Phase 7 & 8

Where we begin to believe, strive and achieve.

In the junior phase, our philosophy emphasises a holistic education within collaborative core-class groupings, supported by pastoral care through form groups, year level teams and integrated in-curriculum programs.

We facilitate smooth transitions and onboarding in collaboration with primary schools, champion participation in academics, sports, and cultural programmes, and engage students via guaranteed curriculum rotations in learning areas.

Through the curriculum we prioritise building core capabilities in literacy, numeracy, and digital skills, while nurturing personal and social capabilities, ensuring our students are well-equipped for what's next in their learning.

Our school priorities as students transition to junior secondary are:

- A strong transition to high school, with a focus on friends, connection to adults and work at their level.
- Connection to the culture and learning of our school.



Middle Phase 9 & 10

Where we believe in ourselves, strive and achieve our goals.

In the middle phase, we believe in empowering students to know their strengths, develop skills within and beyond the classroom, cultivate independence and envision their preferred future. Students are challenged to understand themselves as learners and begin to plan for their future pathway.

This phase of learning is a time to foster personal growth and maturity, equipping students with the skills to make informed and responsible decisions in both personal and academic capacities.

Our school priorities as students transition through the middle years of secondary are:

- Whole school belonging, attendance and engagement in learning.
- Opportunities to focus on strengths, interests, passions, and areas of talent.
- Exploring options for the future and planning the transition to the senior phase.



Senior Phase 11 & 12

Where we believe, strive and achieve for our future.

In the senior phase, students study a personalised pathway selected from a broad range of curriculum offerings.

This provides students with scope to engage in a senior phase of learning that aligns to their post schooling pathway. Industry and tertiary partnerships provide students the opportunity to engage in additional studies to complement school subjects.

In this phase of learning, students are empowered to achieve positive outcomes in their chosen pathway. We maintain a focus on successful completion of the Queensland Certificate of Education (QCE) by all students.

Our school priorities in senior secondary are:

- Ensuring every student has a plan for attainment in senior and their post-school pathway.
- Knowing the post-school aspiration and destination of every student.

Our measures

For every student in years 7 and 8, we will monitor:

- Year 6-8 retention
- Proportion of students achieving a C or above
- Proportion of students achieving an A or B
- Attendance
- School disciplinary absences

For every student in years 9 and 10, we will monitor:

- Year 8-10 retention
- Proportion of students achieving a C or above
- Proportion of students achieving an A or B
- Attendance
- School disciplinary absences

For every student in years 11 and 12, we will monitor:

- Year 10-12 retention
- Proportion of students achieving C and above
- Proportion of students achieving an A or B
- Vocational education attainment
- QCE/QCIA attainment
- Post-school destinations and QTAC offers



Teaching and Learning

Excellence in student achievement through the expert enactment of a broad, contextualised, quality-assured curriculum. Utilising expert teaching practices in every classroom to enable all students to improve and thrive.

This means we:

- Have a common goal for every student to be achieving at least one year of learning growth each year.
- Have clear processes to track, monitor and differentiate support so that every child is learning and improving.
- Work as a team to enact consistent pedagogical practices, outlined in the Bremer Blueprint, across all learning environments.
- Have a clear written curriculum that is regularly reviewed as part of a quality assurance cycle.

Strategies	Actions	2024		2025		2026		2027		Accountabilities
Enact a Multi-Tiered System of Support (MTSS) to ensure all students realise their potential	<p>Enact a data-driven multi-tiered system of support to assist students with their academic, behavioural and wellbeing needs.</p> <p>This includes:</p> <ul style="list-style-type: none">• Provide specific time for teachers to collaboratively develop strategies tailored to meet the specific learning needs of individual students, including extension opportunities for high achieving students and a 12-month NCCD process that captures authentic evidence of teacher support and adjustments.• Implement a range of screening tools at regular intervals to proactively assess and respond to needs.• Combine the support initiatives of the Wellbeing and Access teams into a single multi-tiered system of support for student wellbeing.• Establish entry and exit criteria for all Tier 2 and 3 interventions enacted as part of MTSS.									Executive Team Access Team
Enact quality pedagogical practices, aligned to the Bremer Blueprint, in every classroom at Bremer	<p>Ensure that universal pedagogical practices, outlined in the Bremer Blueprint, are embedded across all learning environments.</p> <p>This includes:</p> <ul style="list-style-type: none">• Critical Routines (Entry and Exit Routines)• Essential Skills of Classroom Management (ESCMs)• Explicit Instruction through Gradual Release of Responsibility• High Impact Teaching Strategy (HITS)									T&L DP T&L HOD Curriculum HODs
Enact a broad, quality-assured curriculum from years 7-12	<p>Develop systems, processes and quality assurance practices that ensure our students receive quality, relevant curriculum that is appropriate to their needs.</p> <p>This includes:</p> <ul style="list-style-type: none">• Collaboratively review enacted curriculum (v8.4 and v9) by systematically reflecting on areas of strength and development using the Bremer Whole School Moderation Policy.• Enact a quality assurance process that includes regular review and refinement of curriculum planning to ensure alignment to the Australian Curriculum.									Curriculum DP T&L HOD Curriculum HODs
Embed purposeful collegial engagement and professional development opportunities within the teaching and learning calendar	<p>Continually refine and develop collegial engagement practices that are appropriate to the needs of the school teaching team. Ensure that practices are aligned with the pedagogical focus of the school, needs of the teaching team and are quality assured to ensure every person receives quality feedback for development and growth.</p> <p>This means we:</p> <ul style="list-style-type: none">• Enact a collegial engagement framework that encompasses a systematic approach to classroom observations and feedback from peers and school leaders.• Offer a comprehensive professional development program aligned to identified teaching and learning priorities.• Continue to integrate the APR cycle into the professional development calendar and link the process closely with the collegial engagement practices.									T&L DP T&L HOD Curriculum HODs
Become a leader in digital learning	<p>Establish a team of staff who review and refine our approach to ensure that we are constantly at the forefront of digital learning.</p> <p>This means we:</p> <ul style="list-style-type: none">• Embed QLearn as the core platform for curriculum programs, assessment and resources.• Enact professional development for digital learning practices for all teachers.• Provide targeted resourcing to support school-wide access to learning devices.									T&L DP T&L HOD IT HOD Curriculum HODs
Foster deliberate and systematic collaboration of staff for whole-school focus areas.	<p>Develop and implement a systematic and deliberate approach for collaboration amongst teaching staff members</p> <p>This means we:</p> <ul style="list-style-type: none">• Enact a meeting schedule with deliberate collaboration and engagement time.• Continue cross-faculty collaboration, ensuring alignment of Cross-Faculty Teams and PLCs to Strategic Plan.									T&L DP T&L HOD

Develop



Implement



Consolidating



Embedding





Teaching and Learning

Excellence in student achievement through the expert enactment of a broad, contextualised, quality-assured curriculum. Utilising expert teaching practices in every classroom to enable all students to improve and thrive.

This means we:

- Have a common goal for every student to be achieving at least one year of learning growth each year.
- Have clear processes to track, monitor and differentiate support so that every child is learning and improving.
- Work as a team to enact consistent pedagogical practices, outlined in the Bremer Blueprint, across all learning environments.
- Have a clear written curriculum that is regularly reviewed as part of a quality assurance cycle.

Strategies	Actions	Success Measures
Enact a Multi-Tiered System of Support to ensure all students realise their potential	<p>Enact a data-driven multi-tiered system of support to assist students with their academic, behavioural and wellbeing needs.</p> <p>This means we:</p> <ul style="list-style-type: none">• Provide specific time for teachers to collaboratively develop strategies tailored to meet the specific learning needs of individual students, including extension opportunities for high achieving students and a 12-month NCCD process that captures authentic evidence of teacher support and adjustments.• Implement a range of screening tools at regular intervals to proactively assess and respond to needs.• Combine the support initiatives of the Wellbeing and Access teams into a single multi-tiered system of support for student wellbeing.• Establish entry and exit criteria for all Tier 2 and 3 interventions enacted as part of MTSS.	<ul style="list-style-type: none">• Tier 1 supports meet the needs of 85% of students.• Students are referred for support using a consistent, comprehensive and effective referral system.• MTSS and PBL teams work in partnership to review and support student engagement• Improvement across a range of measures and data sets (related to behaviour, attendance, achievement, wellbeing)
Enact quality pedagogical practices, aligned to the Bremer Blueprint, in every classroom at Bremer	<p>Ensure that universal pedagogical practices, outlined in the Bremer Blueprint, are embedded across all learning environments, including:</p> <ul style="list-style-type: none">• Critical Routines (Entry and Exit Routines)• Essential Skills of Classroom Management (ESCMs)• Explicit Instruction through Gradual Release of Responsibility• High Impact Teaching Strategy (HITS)	<ul style="list-style-type: none">• Teacher satisfaction with feedback that is relevant to their work.• Systematic observational data is used to track impact across learning environments.• Improvement across a range of measures relevant to consistent practices (behaviour, achievement)• School Opinion Survey (SOS) student and staff responses
Enact a broad, quality-assured curriculum from years 7-12	<p>Develop systems, processes and quality assurance practices that ensure our students receive quality, relevant curriculum that is appropriate to their needs.</p> <p>This includes:</p> <ul style="list-style-type: none">• Collaboratively review enacted curriculum (v8.4 and v9) by systematically reflecting on areas of strength and development using the Bremer Whole School Moderation Policy.• Enact a quality assurance process that includes regular review and refinement of curriculum planning to ensure alignment to the Australian Curriculum.	<ul style="list-style-type: none">• Quality assurance practices confirm the alignment between written and enacted curriculum.• The intended curriculum is enacted, confirmed and refined through moderation cycles.• Australian Curriculum V9 in all subjects by 2026.• Implementation of 2024 QCAA Applied Syllabuses.• Implementation of 2025 QCAA General Syllabuses.• A-E Achievement data across all learning areas.
Embed regular collegial engagement and professional development opportunities within the teaching and learning calendar	<p>Continually refine and develop collegial engagement practices that are appropriate to the needs of the school teaching team. Ensure that practices are aligned with the pedagogical focus of the school, needs of the teaching team and are quality assured to ensure every person receives quality feedback for development and growth.</p> <p>This includes:</p> <ul style="list-style-type: none">• Enact a collegial engagement framework that encompasses a systematic approach to classroom observations and feedback from peers and school leaders.• Offer a comprehensive professional development program aligned to identified teaching and learning priorities.• Continue to integrate the APR cycle into the professional development calendar and link the process closely with the collegial engagement practices.	<ul style="list-style-type: none">• Documented Collegial Engagement Framework• Systematic classroom observation feedback• Collegial engagement cycle participation (%) per semester• Staff completion (%) APR cycle• PD registrations and attendance (internal and external)• SOS staff responses.
Become a leader in digital learning	<p>Establish a team of staff who review and refine our approach to ensure that we are constantly at the forefront of digital learning within the department.</p> <p>This includes:</p> <ul style="list-style-type: none">• Embed QLearn as the core platform for curriculum programs, assessment and resources.• Enact professional development for digital learning practices for all teachers.• Provide targeted resourcing to support school-wide access to learning devices.	<ul style="list-style-type: none">• All learning areas use QLearn as the primary digital environment to deliver curriculum.• All staff and students are confident in using the school's core digital learning applications, including QLearn and Office 365.• Student access to suitable learning device (%) by year level - Computers for Students/BYOX/Equity Program
Foster deliberate and systematic collaboration of staff on whole-school priorities	<p>Develop and implement a systematic and deliberate approach for collaboration amongst teaching staff members.</p> <p>This includes:</p> <ul style="list-style-type: none">• Enact a meeting schedule with deliberate collaboration and engagement time.• Continue cross-faculty collaboration, ensuring alignment of Cross-Faculty Teams and PLCs to Strategic Plan.	<ul style="list-style-type: none">• Collaboration planning is completed using 'Effective Teams Model'• Staff experience surveys• Documentation of a collaboration schedule• Staff engagement in collaboration



Engagement and belonging

Connecting our student, staff, parent and community with the learning and culture of our school. With a focus on the belonging and engagement of our people, we create a desirable learning and working environment and a strong foundation for educational achievement.

This means we:

- Know each student and their pathway.
- Support staff and student belonging and engagement to establish a strong foundation for educational achievement.
- Connect students with our school through excellence and extracurricular engagement opportunities.
- Engage our parents as partners in learning by lowering barriers to participation.

Strategies	Actions	2024		2025		2026		2027		Accountabilities
Systematically plan our programs to foster student engagement and belonging	Maintain a relentless focus on student attendance. This includes: <ul style="list-style-type: none">• Tier 1 student and parent education of the importance of attendance.• Tier 2 and 3 non-attending student intervention and case management as part of our MTSS intervention framework.• The continued development of strategies and supports for our Year Level Teams to utilise when working with parents of non-attending students (including referrals to external organisations).• Maintaining and improving our range of strategies to assist with the protection of learning time (e.g. attendance checks, truancy, re-engagement with school)									Executive Team Curriculum DP Year Level Deans Wellbeing Team
	Enhance and quality assure the range of extra-curricular programs available for students. This means we: <ul style="list-style-type: none">• Review and calendar the full range of extra-curricular offerings and programs available for students at Bremer.• Enact more effective orientation week activities to expose our students to extra-curricular offerings available at Bremer.• Develop a consistent approach to behaviour expectations for students who are involved in extra-curricular activities.• Partner with third party organisations to deliver additional opportunities for our students in sporting, creative and academic domains.									Wellbeing DP Wellbeing Team HOD Student Engagement
	Review alternative opportunities available for students. This means we: <ul style="list-style-type: none">• Conduct a detailed needs analysis for our students.• Create programs that support their needs without adding to workload.									Inclusion DP Access Team
	Focus on providing strong transition and orientation programs for students. This means we: <ul style="list-style-type: none">• Work collaboratively with our local primary schools to review and evaluate our current transition practices.• Utilise the learnings from the Cross-Faculty Team to improve the transition program for incoming students to Bremer.• Develop a formalised/systematic approach to specialist immersion programs in primary schools.									Wellbeing DP Year 7 DP
Deliberately plan for staff engagement and belonging while being mindful of workload	Development of strategies to further engage staff and foster belonging and connection to both faculties and the wider school. This means we: <ul style="list-style-type: none">• Promote opportunities for staff to engage in the school beyond the classroom.• Provide and promote opportunities for staff to engage in extra curricula learning in an area of interest.• Offer programs that provide career advancement and opportunity for all staff.• Conduct targeted recruitment of graduating, transferring and high-performing teachers.									HR DP T&L DP
Deeply engage with our parent community to foster connection to Bremer	Develop a parent and community engagement framework that encompasses our strategy for parental engagement. This includes: <ul style="list-style-type: none">• Parent workshops to enable support of their child's learning (e.g. literacy and numeracy).• Family workshops for doing taxes, internet banking, opening a bank account, cultural activities – members of our community coming in to deliver workshops.• A calendar of events which parents and community members are invited to attend, including opportunities to engage within the classroom at various stages throughout the school year.• Guidelines for teacher and faculty communication with parents to distribute key information related to learning (classroom activities and assessment).									Leadership Team Curriculum HODs Year Level Deans
Strategic engagement with community and local providers to develop deep links into our community	Develop a community engagement strategy to foster deeper connections with local providers and community support to ensure we continue to benefit from strong partnership outcomes. This means we: <ul style="list-style-type: none">• Conduct a needs assessment to identify areas for improvement.• Engage our neighbour UniSQ to provide extra-curricular opportunities for highly engaged students.• Network with universities and external providers including UniSQ for teacher capacity and pedagogy.• Invest in cultural programs and supports from local providers who know the local cultural groups and supports.									Senior School DP T&L DP

Develop



Implement



Consolidating



Embedding





Engagement and belonging

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This means we:

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- Engage our parents as partners in learning by lowering barriers to participation.

Strategies	Actions	Success Measures
Systematically plan our programs to foster student engagement and belonging	<p>Maintain a relentless focus on student attendance.</p> <p>This includes:</p> <ul style="list-style-type: none">• Tier 1 student and parent education of the importance of attendance.• Tier 2 and 3 non-attending student intervention and case management as part of our MTSS intervention framework.• The continued development of strategies and supports for our Year Level Teams to utilise when working with parents of non-attending students (including referrals to external organisations).• Maintaining and improving our range of strategies to assist with the protection of learning time (e.g. attendance checks, truancy, re-engagement with school)	<ul style="list-style-type: none">• Increased whole school attendance data.• Decreased rates of student truancy.• Decreased late arrivals to class.• Increased success for students returning to school from significant absence.• Increased engagement in student clubs and activities.• Increased in-catchment enrolments in excellence programs.• Increased retention and senior completion.• Decreased behaviour incidents and SDAs across junior secondary.
	<p>Enhance and quality assure the range of extra-curricular programs available for students.</p> <p>This means we:</p> <ul style="list-style-type: none">• Review and calendar the full range of extra-curricular offerings and programs available for students at Bremer.• Enact more effective orientation week activities to expose our students to extra-curricular offerings available at Bremer.• Co-design a consistent approach to behaviour expectations for students who are involved in extra-curricular activities.• Partner with third party organisations to deliver additional opportunities for our students in sporting, creative and academic domains.	
	<p>Review alternative opportunities available for students.</p> <p>This means we:</p> <ul style="list-style-type: none">• Conduct a detailed needs analysis for our students.• Create programs that support their needs without adding to workload.• Increase the number of programs to help support disengaged students.	
	<p>Focus on providing strong transition and orientation programs for students.</p> <p>This means we:</p> <ul style="list-style-type: none">• Work collaboratively with our local primary schools to review and evaluate our current transition practices.• Utilise the learnings from the Cross-Faculty Team to improve the transition program for incoming students to Bremer.	
Deliberately plan for staff engagement and belonging while being mindful of workload	<p>Development of strategies to further engage staff and foster belonging and connection to both faculties and the wider school.</p> <p>This includes:</p> <ul style="list-style-type: none">• Promote opportunities for staff to engage in the school beyond the classroom.• Provide and promote opportunities for staff to engage in extra curricular learning in an area of interest.• Offer programs that provide career advancement and opportunity for all staff.• Conduct targeted recruitment of high performing and graduate and transferring teachers.	<ul style="list-style-type: none">• Attraction and retention of staff.• Staff engagement in professional growth and development opportunities.• Staff satisfaction measures.• Increased staff participation in extra-curricular and social events
Deeply engage with our parent community to foster connection to Bremer	<p>Develop a parent and community engagement framework that encompasses our strategy for parental engagement.</p> <p>The framework will include strategies for the following:</p> <ul style="list-style-type: none">• Parent workshops to enable support of their child’s learning (e.g. literacy and numeracy).• Family workshops for doing taxes, internet banking, opening a bank account, cultural activities – members of our community coming in to deliver workshops.• A calendar of events in which parents and community members are invited to attend, including opportunities to engage withing the classroom at various stages throughout the school year.• Guidelines for teacher and faculty communication with parents to distribute key information related to learning (classroom activities and assessment).• Establish a termly parent and community BBQ event (hosted by rotating faculty groups).	
Strategic engagement with community and local providers to develop deep links into our community	<p>Develop a community engagement strategy to foster deeper connections with local providers and community support to ensure we continue to benefit from strong partnership outcomes.</p> <p>This means we:</p> <ul style="list-style-type: none">• Conduct a needs assessment to identify areas for improvement.• Engage our neighbour UniSQ to provide extra-curricular opportunities for highly engaged students.• Network with universities and external providers including UniSQ for teacher capacity and pedagogy.• nvest in cultural programs and supports from local providers who know the local cultural groups and supports.	
		<ul style="list-style-type: none">• Engagement with community and university partners.• Formalised partnerships and agreements.• Engagement with culturally relevant community groups and supports.



Culture and inclusion

Our vision for culture and inclusion:

Bremer State High School envisions a culture grounded in the PRIDE and PBL frameworks, where every student's voice is amplified and valued. Our aim is to nurture a seamless transition and orientation process, fostering a strong sense of connectedness between staff and students.

By celebrating excellence in all facets of school life, we commit to cultivating an environment where personal responsibility and positive behaviour for learning are not just expected but celebrated.

Strategies	Actions	2024		2025		2026		2027		Accountabilities
Enhance and refine our practices around our PRIDE values and Positive Behaviour for Learning (PBL)	<p>Leverage our PBL framework and PRIDE values to embed a Bremer Way philosophy that embeds PRIDE into every aspect of school life. As part of this revitalised PBL and PRIDE framework we will:</p> <ul style="list-style-type: none">• Establish a behaviour and social and emotional learning Pastoral Care Program• Develop a whole school rewards framework built around PRIDE points to enhance the culture around this program• Broaden the range of opportunities for which students can attain points (participation points, weekly themes, etc.)• Establish a schedule for house assemblies to enhance the house culture within the school• Establish designated house areas with visual indicators (e.g. murals)	●	●	●	●	●	●	●	●	Wellbeing DP Year Level Dean
Systematise our approach to student voice through a revitalised Student Council and Student Leadership Program	<p>Establish a student council with representatives from all year levels and houses to drive student participation and engagement in leadership, events, assemblies and opportunities. Leverage the Student Council to:</p> <ul style="list-style-type: none">• Ensure that extra-curricular offerings remain responsive to student interests• Enhance the student leadership program with strong purpose• Enhance opportunities to collaborate with school staff on key projects and ideas	●	●	●	●	●	●	●	●	Senior School DP Year 10 Dean
Enhance our approach to student transitions and orientations	<p>Review our practices of welcoming new students to Bremer and consider ways to ensure new students feel welcomed and supported upon their arrival (e.g., welcome packs, welcome committees, Bremer App). As part of this approach ensure that:</p> <ul style="list-style-type: none">• Every student is supported upon arrival• Every student is connected to learning, activities and opportunities that match with their interests and skills• Follow-up is undertaken to ensure that students have settled and are feeling supported (e.g. 3, 6 and 9 months)			●	●	●	●	●	●	Wellbeing DP Year 7 Team Access Team Year Level Teams
Develop a staff wellbeing framework to help drive staff connectedness and wellbeing across the entire school	<p>Build a framework that recognises and values the contribution every staff member makes to the Bremer culture. As part of this framework, ensure that there is scope to welcome and support new staff, and recognise and celebrate the contribution of established staff throughout the lifetime of their commitment to Bremer. As part of this approach, we will:</p> <ul style="list-style-type: none">• Revise our practices of welcoming new staff to Bremer, and consider ways to ensure new staff feel welcomed and supported upon their arrival (e.g. welcome packs, introduction to social club, staff cultural calendar)• Conduct a review of workload to establish opportunities to minimise the impact of system initiatives and provide time where possible.• Celebrate staff milestones with both a system for public acknowledgement and recognition through service awards.• Establish a 'milestone farewell' process to ensure that we celebrate the career of our dedicated staff (celebrate both time at Bremer and time with EQ). Establish a 'wall of honour' for farewelled staff (5-9 years, 10-14 years, 15-24 years, 25+ years) to recognise long-term commitment to our school.• Review and re-establish the Bremer Teaching Awards to celebrate and recognise our teachers for accomplishments.	●	●	●	●	●	●	●	●	Wellbeing DP HR DP T&L Team LCC
Build the range of strategies that assist with the attraction and retention of staff and students	<p>Enact strategies to attract and retain students and connect them with the learning and culture of our school. We will:</p> <ul style="list-style-type: none">• Establish a range of excellence programs that engage students in their area of passion from enrolment.• Develop pathways and partnerships that ensure that students continually receive the best possible opportunities within their chosen program and/or offering.• Promote and connect students with the wide range of curricular and extra-curricular programs and pathways available.	●	●	●	●	●	●	●	●	Executive Team Leadership Team
	<p>Enact strategies to attract and retain staff, and to connect them with the learning and culture of the school. We will:</p> <ul style="list-style-type: none">• Continue the work of the pre-service teacher program to ensure that we have a wide range of opportunities for pre-service teachers to connect with and learn at Bremer.• Target high performing graduate teachers to ensure that we can meet the needs of our curriculum and programs into the future.• Develop strategies to attract teachers transferring into the local area, with opportunities for them to experience the school, students and culture.• Enact further specialisation to positions within our non-teaching team to add value to our high-performing team• Review and continue our programs that provide career advancement and opportunity for all staff (positions of added responsibility, Aspiring Leaders.)	●	●	●	●	●	●	●	●	Executive Team Leadership Team
Review our processes for celebrating success and excellence (incorporating our awards systems)	<p>Revitalise our student celebrations and awards processes to modernise our ceremonies, awards and recognition offered for student excellence. We will:</p> <ul style="list-style-type: none">• Establish an awards committee that assists in the preparation, running, review and documentation of all awards and recognition programs offered for student excellence.• Enact a systematic approach to the yearly awards program that encompasses communications, awards, sponsorship and operations.	●	●	●	●	●	●	●	●	Senior School DP

Develop



Implement



Consolidating



Embedding





Culture and inclusion

Our vision for culture and inclusion:

Bremer State High School envisions a culture grounded in the PRIDE and PBL frameworks, where every student's voice is amplified and valued. Our aim is to nurture a seamless transition and orientation process, fostering a strong sense of connectedness between staff and students. By celebrating excellence in all facets of school life, we commit to cultivating an environment where personal responsibility and positive behaviour for learning are not just expected but celebrated.

Strategies

Enhance and refine our practices around our PRIDE values and Positive Behaviour for Learning (PBL)

Systematise our approach to student voice through a revitalised Student Council and Student Leadership Program

Enhance our approach to student transitions and orientations

Develop a staff wellbeing framework to help drive staff connectedness and wellbeing across the entire school

Build the range of strategies that assist with the attraction and retention of staff and students

Review our processes for celebrating success and excellence (incorporating our awards systems)

Actions

Leverage our PBL framework and PRIDE values to embed a Bremer Way philosophy that embeds PRIDE into every aspect of school life.

As part of this revitalised PBL and PRIDE framework we will:

- Establish a behaviour and social and emotional learning Pastoral Care Program
- Develop a whole school rewards framework built around PRIDE points to enhance the culture around this program
- Broaden the range of opportunities for which students can attain points (participation points, weekly themes, etc.)
- Establish a schedule for house assemblies to enhance the house culture within the school
- Establish designated house areas with visual indicators (e.g. murals)

Establish a student council with representatives from all year levels and houses to drive student participation and engagement in leadership, events and opportunities.

Leverage the Student Council to:

- Ensure that extra-curricular offerings remain responsive to student interests
- Enhance the student leadership program with strong purpose
- Enhance opportunities to collaborate with school staff on key projects and ideas

Review our practices of welcoming new students to Bremer and consider ways to ensure new students feel welcomed and supported upon their arrival (e.g. welcome packs, welcome committees, Bremer App).

As part of this approach ensure that:

- Every student is supported upon arrival
- Every student is connected to learning, activities and opportunities that match with their interests and skills
- Follow-up is undertaken to ensure that students have settled and are feeling supported (e.g. 3, 6 and 9 months)

Build a framework that recognises and values the contribution that every staff member makes to Bremer culture. As part of this framework, ensure that there is scope to welcome and support new staff, and recognise and celebrate the contribution of established staff throughout the lifetime of their commitment to Bremer.

As part of this approach, we will:

- Revise our practices of welcoming new staff to Bremer, and consider ways to ensure new staff feel welcomed and supported upon their arrival (e.g. welcome packs, introduction to social club, staff cultural calendar)
- Conduct a review of workload to establish opportunities to minimise the impact of system initiatives and provide time where possible.
- Celebrate staff milestones with both a system for public acknowledgement and recognition through service awards.
- Establish a 'milestone farewell' process to ensure that we celebrate the career of our dedicated staff (celebrate both time at Bremer and time with EQ). Establish a 'wall of honour' for farewelled staff (5-9 years, 10-14 years, 15-24 years, 25+ years) to recognise long-term commitment to our school.
- Review and re-establish the Bremer Teaching Awards to celebrate and recognise our teachers for accomplishments.

Enact strategies to attract and retain students and connect them with the learning and culture of our school.

We will:

- Establish a range of excellence programs that engage students in their area of passion from enrolment.
- Develop pathways and partnerships that ensure that students continually receive the best possible opportunities within their chosen program and/or offering.
- Promote and connect students with the wide range of curricular and extra-curricular programs and pathways available.

Enact strategies to attract and retain staff, and to connect them with the learning and culture of the school.

We will:

- Continue the work of the pre-service teacher program to ensure that we have a wide range of opportunities for pre-service teachers to connect with and learn at Bremer.
- Target high performing graduate teachers to ensure that we can meet the needs of our curriculum and programs into the future.
- Develop strategies to attract teachers transferring into the local area, with opportunities for them to experience the school, students and culture.
- Enact further specialisation to positions within our non-teaching team to add value to our high-performing team
- Review and continue our programs that provide career advancement and opportunity for all staff (positions of added responsibility etc.)

Revitalise our student celebrations and awards processes to modernise our ceremonies, awards and recognition offered for student excellence.

We will:

- Establishment of an awards committee that assists in the preparation, running, review and documentation of all awards and recognition programs offered for student excellence.
- Enacting a systematic approach to the yearly awards program that encompasses communications, awards, sponsorship and operations.

Success Measures

- Students can articulate expectations.
- Demonstration of a range of SEL strategies by students.
- Improvement in our behaviour, attendance and academic data.
- Wide range of SEL resources available.
- Increased visibility of PRIDE points.

- Students are leading events/initiatives.
- Increase in student participation in events.
- Increase in application for student leadership.

- Measures related to student success – attendance, behaviour and achievement for new students.

- Staff satisfaction measures.
- Increased retention of experienced staff.
- Increased acknowledgement of staff service and excellence.

- Increased retention of students year-over-year.
- Reduction in number of students leaving Bremer for local high schools.
- High levels of participation in excellence programs.

- Increased retention of existing staff members.
- Reduction in number of staff members leaving Bremer for other local schools.
- High levels of participation in career advancement opportunities.
- Increased number of staff successfully securing promotion.

- Increased engagement with awards program.
- Increased sponsorship and support of awards.



Sustainability and growth

Bremer's third phase has begun, as the new school matures, and student numbers stabilise. By enacting deliberate, collaborative planning, we can ensure that our facility, programs, offerings, and human resources continue to meet the needs of our community.

This means we:

- Plan the future of our school site, so that our school meets the needs of our students now and in the future.
- Develop a workforce strategy that allows our programs and offerings to grow sustainably.
- Review and modernise our budgeting processes, asset replacement schedules, IT infrastructure and SRS programs.

Strategies	Actions	2024		2025		2026		2027		Accountabilities
Plan our facility projects to best meet the needs of programs, curriculum offerings, student wellbeing and future opportunities and growth	Audit of current facilities to identify current facility use, areas of concern and areas of need. This includes the following actions: <ul style="list-style-type: none">• Audit current condition and revise maintenance schedules• Work with Student Council to assess the school environments from a student perspective to identify areas of improvement• Tour other schools/universities to consider best practice• Develop an improvement schedule for consideration by faculty teams• Engage our community for consultation and opportunities for joint utilisation This includes reviewing the following: <ul style="list-style-type: none">• Current usage and liveability of the school and access to essentials facilities, (eg. canteen expansion/satellite locations, toilet accessibility, student water access)• Tracking movement paths to identify opportunities to increase green space• Seating and shade capacity in all areas utilised by students• Map and plan outdoor learning environments throughout the school									EP EBM
	Develop a Bremer master plan document to map the future need for our facilities. This master plan should: <ul style="list-style-type: none">• Include a long-term plan for program and curriculum specific facilities (specialty spaces, general learning areas, sporting facilities, arts facilities, cultural spaces and storage)									
	Engage an expert to assist our school to know the demographic trends that will impact our school over the coming years. Conduct research into primary data sets to identify future trends (census data, migration etc.)									
Develop a long-term vision for workforce planning that enables the sustainability of strategic areas of growth within the school	Conduct a long-term workforce plan that maps the general and specialist needs of the school with consideration given to the expected growth of the student population. Consideration will be given to the: <ul style="list-style-type: none">• Future planning for the sustainability of excellence programs and subject offerings• Required expert teaching skills to continue the broad subject offerings and areas for growth (languages etc.)• Link between workforce and budgetary planning. Ensure that there is adequate capacity to be flexible and adaptable to the emerging needs of the school within yearly cycles									EP HR DP
Implement a systematic approach to the review, development and implementation of key school resourcing	Implement a revised whole school budgeting process that is responsive to areas of need and growth within the school. Investigate models of funding allocation, review and measurement that ensure resources and funding are able to impact student academic achievement. This includes: <ul style="list-style-type: none">• Centralised budget review meetings• Staff collaboration in budget design• Staff feedback regarding the budget allocation									Leadership Team
	Develop a modernised approach to asset management within the school to ensure best practice in the allocation and use of assets across the school. We will: <ul style="list-style-type: none">• Conduct a comprehensive audit of asset allocation and use within the school• Adjust and plan a long-term asset replacement schedule and allocate provisions to ensure that the school has capacity to meet future needs									EP EBM
	Develop a strategy for long-term computer infrastructure and school-based IT support at Bremer. As part of this process we will: <ul style="list-style-type: none">• Plan for the rollout of the Computers for Students program over the next 4 years• Map out modernisation of IT infrastructure and staff capability									T&L Team IT HOD
	Review and modernise the Student Resource Scheme to ensure that parents value and support the scheme. As part of this process, we will ensure that: <ul style="list-style-type: none">• All staff have an awareness of the difference between SRS resources and those provide for through resourcing grants• All parents are aware of what is provided as part of the scheme, and all families who are not participating are provided with the required lists for resource purchase in advance of the coming school year									EP EBM
	Review, document and assess all current partnerships. We will: <ul style="list-style-type: none">• Map all existing partnerships and agreements and create a database• Assign key contacts to all partnerships• Ensure that each partnership agreement has success measures, expected outcomes and review cycles embedded into the agreement, so we can measure the impact the partnership is having on the academic achievement of our students• Link partnerships to programs and offerings to help ensure we can deliver value to partner organisations• Identify growth opportunities where community partnerships can be put in place to build our current programs and offerings									Senior School DP

Develop



Implement



Consolidating



Embedding





Sustainability and growth

Bremer’s third phase has begun, as the new school matures and student numbers stabilise. By enacting deliberate, collaborative planning, we can ensure that our facility, programs, offerings, and human resources continue to meet the needs of our community.

This means we:

- Plan the future of our school site, so that our school meets the needs of our students now and in the future.
- Develop a workforce strategy that allows our programs and offerings to grow sustainably.
- Review and modernise our budgeting processes, asset replacement schedules, IT infrastructure and SRS programs.

Strategies	Actions	Success Measures
Future plan our facility projects to best meet the needs of programs, curriculum offerings, student wellbeing and future opportunities and growth.	<p>Audit of current facilities to identify current facility use, areas of concern and areas of need.</p> <p>This includes the following actions:</p> <ul style="list-style-type: none">• Audit current condition and revise maintenance schedules• Work with Student Council to assess the school ‘feel’ and opportunities that they see. <p>This includes reviewing the following:</p> <ul style="list-style-type: none">• Current usage and liveability of the school, access to essentials facilities, canteen expansion/satellite locations, toilet accessibility, student water access (bubblers), seating, movement paths• Tours of other schools/universities to consider best practice• Review the seating and shade capacity in all areas utilised by students• Map and plan outdoor learning environments throughout the school• Develop improvement schedule for consideration by faculty teams• Engage our community for consultation and opportunities for joint utilisation	<ul style="list-style-type: none">• School facility exceeds the expectations of the community.• Facilities that cater for a range of excellence programs.• Enhanced liveability of school environment for students.• Growth in infrastructure to match student enrolment needs.• Master plan completed and actions enacted as part of yearly planning.• Commissioned report of demographic data trends completed, and recommendations enacted as part of the AIP cycle.
	<p>Develop a Bremer master plan document to map the future need for our facilities.</p> <ul style="list-style-type: none">• The master plan should include a long-term plan for program and curriculum specific facilities (specialty spaces, general learning areas, sporting facilities, arts facilities, cultural spaces and storage)	
	<p>Engage an expert to assist our school to know the demographic trends that will impact our school over the coming years. Conduct research into primary data sets to identify future trends (census data, migration etc)</p>	
Develop a long-term vision for workforce planning that enables the sustainability of strategic areas of growth within the school	<p>Conduct a long-term workforce plan that maps the general and specialist needs of the school with consideration given to the expected growth of the student population.</p> <p>Consideration given to the:</p> <ul style="list-style-type: none">• Future planning for the sustainability of excellence programs and subject offerings• Required expert teaching skills to continue the broad subject offerings and areas for growth (languages etc.)• Link between workforce and budgetary planning. Ensure that there is adequate capacity to be flexible and adaptable to the emerging needs of the school within yearly cycles	<ul style="list-style-type: none">• Completed workforce plan that maps the future needs of the school.• High quality workforce that meets the aspirations of our program offerings.
	<p>Implement a revised whole school budgeting process that is responsive to areas of need and growth within the school. Investigate models of funding allocation, review and measurement that ensure resources and funding are able to impact student academic achievement.</p> <p>This includes:</p> <ul style="list-style-type: none">• Centralised budget review meetings• Staff collaboration in budget design• Staff feedback regarding the budget allocation	
	<p>Develop a modernised approach to asset management within the school to ensure best practice in the allocation and use of assets across the school.</p>	
Implement a systematic approach to the review, development and implementation of key school resourcing	<p>This means we:</p> <ul style="list-style-type: none">• Conduct a comprehensive audit of asset allocation and use within the school• Adjust and plan a long-term asset replacement schedule and allocate provisions to ensure that the school has capacity to meet future needs	<ul style="list-style-type: none">• All students have access to all resources they require to learn• A transparent budget process that ensures funding is effectively allocated to meet the strategic goals of the school.• Innovative IT infrastructure that allows students to succeed in a digital workforce.• A revised student resource scheme that is updated and relevant to the needs of students, parents and the school.
	<p>Develop a strategy for long-term computer infrastructure and school-based IT support at Bremer.</p> <p>As part of this process, we:</p> <ul style="list-style-type: none">• Plan for the rollout of the Computers for Students program over the next 4 years• Map out modernisation of IT infrastructure and staff capability	
	<p>Review and modernise the Student Resource Scheme to ensure that parents value and support the scheme.</p> <p>As part of this process, we ensure that:</p> <ul style="list-style-type: none">• All staff have an awareness of the difference between SRS resources and those provide for through resourcing grants• All parents are aware of what is provided as part of the scheme, and all families who are not participating are provided with the required lists for resource purchase in advance of the coming school year	
Leverage community partnerships to ensure our students have access to world-class opportunities, facilities, programs and support	<p>Reviewing, documenting and assessing all current partnerships to assist in identifying where community partnerships can be put in place for our programs and offerings.</p> <p>This means we:</p> <ul style="list-style-type: none">• Map all existing partnerships and agreements and creating a database• Assign key contacts to all partnerships• Ensure that each partnership agreement has success measures, expected outcomes and review cycles embedded into the agreement, so we can measure the impact the partnership is having on the academic achievement of our students• Link partnerships to programs and offerings to help ensure we can deliver value to partner organisations	<ul style="list-style-type: none">• Successful leveraging of community partnerships to maximise student access to quality programs and facilities



BREMER
STATE HIGH SCHOOL

Team Behaviours



OWN YOUR ROLE

- Play your part in delivering the vision of our school.
- Be prepared, be accountable, follow through and own your mistakes.



BE GRATEFUL

- Say thank you.
- We are all responsible for the culture of our school and staff.



STAY HUMBLE

- Leave your ego at the gate.
- Never put the comfort of adults above the needs of our students.



OARS IN

- Put the Bremer team first. Be part of the team - Contribute not criticise - presume positive intent.
- Acknowledge the contribution that ALL parts of our school play to the experience of our students.