



BRISBANE GRAMMAR
SCHOOL

CYCLICAL REVIEW PLAN
2007

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Introduction:

Brisbane Grammar School presents the following review plan for consideration by the Non-State Schools Accreditation Board. The review plan sets out how Brisbane Grammar School will participate in the Board's school cyclical review programme in 2007.

The School is committed to ensuring that it continually evaluates and improves its performance and meets all the legislated requirements of its accreditation. Brisbane Grammar School therefore views participation in the cyclical review programme as an opportunity to confirm its high educational and administrative standards.

During the period 2005 – 2007, the School has conducted, and will continue to conduct, its own evaluation and planning processes to assess in an ongoing way its performance, and to feed into the annual development of strategic plans. This process has involved and will continue to make use of various data collection strategies including staff, student and community surveys and focus groups, analysis of data, ongoing review of school documents and work processes. Brisbane Grammar School will draw upon this data in assessing its performance against the accreditation criteria under the cyclical review programme.

School Profile:

Brisbane Grammar School is a non-denominational boys school of 1400 students (Years 6-12) and is positioned near the centre of Brisbane. The Grammar Schools Act, passed by the Queensland Government in 1860 provided for the establishment of secondary education in this state. Public subscribers raised enough money by 1868 to enable the establishment of the School with the doors opening in February 1869 with 94 students and 4 masters under the leadership of the Headmaster, Thomas Harlin.

Brisbane Grammar School today aims to provide an education of the highest international standard, preparing boys to become responsible, effective, creative, enterprising and happy members of tomorrow's society. The School is committed to the personal and social development of each boy. It recognises that education is a responsibility shared between the school and the home, and seeks to promote effective communication between the school and the family.

Review Committee:

Brisbane Grammar School's participation in the cyclical review programme will be managed by a review committee consisting of the following members:

- Mr Brian Short – Headmaster
- Dr Phillip Moulds – Deputy Headmaster-Curriculum
- Mr Howard James – Business Manager
- Mr Stephen Uscinski – Dean of Administration

The review committee will have responsibility for the overall implementation of the cyclical review, including the collection of data, analysis of data, organisation of the validation phase and production of the cyclical review report. The committee will draw upon the expertise of other staff members as required.

The review committee will meet monthly during the 2007 school year to fulfil these tasks.

Evaluation Questions:

Brisbane Grammar School's Cyclical Review will be guided by a series of evaluation questions, structured around the accreditation criteria contained in the *Education (Accreditation of Non-State Schools) Regulation 2001*.

The evaluation questions have been arrived at following consultation with the Board of Trustees and the School community. Questions were selected on the basis of how well they addressed the requirements of their accreditation criteria and whether they would provide data intrinsically valuable to the School in monitoring its own performance and planning for ongoing development.

The evaluation questions are set out in the appendix and are grouped according to the accreditation criteria.

Collection of Data:

The evaluation questions will act as collection points for data and documents relevant to the accreditation criteria. Data will be collected as part of the cyclical review as well as being drawn from the results of the School's own research, evaluation and planning processes in 2005 and 2006. As the different evaluation questions will require different types of evidence to answer them, multiple data sources for each question will be used whenever possible. The main data sources will be: collection and analysis of data available within the School (e.g – student achievement, extra curricular activities, etc); parent, staff and student surveys and focus groups; comparison and financial data against key indicators of fiscal management.

Analysis and Validation of Data:

In July 2007 the review committee will organise a number of validation sessions in respect of the data collected against the evaluation questions.

Validation of the data will be undertaken by a review panel consisting of the members of the review committee, a nominee of the Board of Trustees and an education academic. The review panel will consider the adequacy, validity and relevance of the data to the evaluation questions, and formulate an answer to each evaluation question. The review panel will also identify areas for improvement in the School's operation which will feed forward into strategic planning discussions in October 2007.

Reporting:

In late July 2007, the review committee will produce a report addressing the evaluation questions and the School's performance against the accreditation criteria. The report will be submitted to the Board of Trustees for endorsement, and once endorsed, will be provided to the Non-State Schools Accreditation Board for approval.

Cyclical Review Timeframe:

Phases	Events	Completion Date
Focusing the Review	Establishment of Review Committee	February
	Task planning and evaluation	February
Assessment and Collection of Data	Consideration of what data and documentation will be required to address the evaluation questions.	March
	Collection of data and documents already produced in the School (e.g. attendance rates, student achievement, participation in extra curricular activities, etc).	April
	Collection of data resulting from accreditation and planning processes.	April
	Collation of documentation relevant to evaluation questions.	May
Data Analysis and Validation	Review Committee finalises relevant data summaries bearing on each key review area	June
	Data validation sessions: <ul style="list-style-type: none"> • Consideration of adequacy, validity and relevance • Formulation of evaluation answers • Identification of areas for improvement. 	July
Reporting	Composition of Review Report.	Late July
	Presentation of Review Report to the Board of Trustees.	August
	Provision of the Review Report to the Non-State Schools Accreditation Board.	September

APPENDIX

Evaluation Questions:

Administration and Governance:

- Is the Board of Trustees of Brisbane Grammar School a corporation and do all members of the Board hold a current suitability card for employment with children?
- Does the Board of Trustees of Brisbane Grammar School have in place systems and documentation to identify and ensure compliance with all relevant legislation professional standards and guidelines?

Financial Viability:

- What indicators are there that the School is in a financial position to ensure its future operation and development of educational services?

Philosophy and Aims:

- What are the School's philosophy and aims?
- How do these philosophy and aims guide educational and organisational practices and programmes at the School?
- Are the philosophy and aims consistent with the *Adelaide Declaration on National Goals for Schooling in the Twenty-first Century*?

Educational Programme:

- What processes are in place to ensure that the curriculum offered at Brisbane Grammar School addresses the needs of the students, is aligned with the philosophy and aims of the School, and ensures ongoing development of the processes of learning?
- What evidence exists that students exiting the School at Year 12 achieve standards of learning stated in approved Queensland Studies Authority Syllabi?

Students who are a person with a disability:

- What are the School's written processes that enable:
 - the identification of students of Brisbane Grammar School who are persons with a disability
 - the creation of an educational program, specific to the educational needs of those students who are persons with a disability, that complies with relevant anti-discrimination legislation

Flexible Arrangements:

- Have all of the School's approvals for flexible arrangements been granted in accordance with legislated requirements?

Health, Safety and Conduct of Staff and Students:

- What structures does the School have in place to ensure continued compliance with Workplace Health and Safety legislation?
- What written processes does the School have in place about the appropriate conduct of its staff and students, that accord with legislation applying in the State about the care or protection of children?

Staffing:

- What processes are in place to ensure that the School has a staff profile capable of effectively delivering its educational program and that complies with relevant legislation about the employment of persons as teachers, including the *Education (Teacher Registration) Act 1998*.

Land and Buildings:

- What evidence exists that the School complies with relevant land use, building, and workplace health and safety legislation in relation to the location of the School and its buildings?

Educational Facilities and Materials:

- Does the School possess educational facilities and materials necessary for the effective delivery of the School's education programme?

Improvement Processes:

- What evidence exists that the School has a systematic approach about improvement and ongoing development? (This evidence must include the formulation of strategies and setting of priorities for improvement, formulation of actions to enable the achievement of the strategies, monitoring of the achievement of strategies, and annual reporting about school achievement to the School's community including staff, students and parents).