Kenmore State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kenmore State School** from **27** to **29 November, 2018**.

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 consider 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Ryan Pedley	Peer reviewer
Hayden Ryan	Peer reviewer

1.2 School context

Location:	Moggill Road, Kenmore
Education region:	Metropolitan Region
Year opened:	1900
Year levels:	Prep to Year 6
Enrolment:	340
Indigenous enrolment percentage:	0.3 per cent
Students with disability enrolment percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1120
Year principal appointed:	2017
Day 8 Staffing Teacher Full-time equivalent numbers:	35 – teaching and non-teaching
Significant partner schools:	Metro Reading to Learn (R2L) Network – Middle Park State School, Collingwood Park State School, Albany Creek State School, Kenmore Alliance – Kenmore State High School, Kenmore South State School, Kenmore District Kindergarten
Significant community partnerships:	Local – University of Queensland (UQ) Robogals, Global – Education Queensland International (EQi), Sister School in South Korea
Significant school programs:	R2L, Science, Technology, Engineering and Mathematics (STEM) academy, Commonwealth Scientific and Industrial Research Organisation (CSIRO) scientist in residence

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), literacy coach, Business Manager (BM), guidance officer, 15 teachers, seven teacher aides, chaplain, schools officer, Parents and Citizens' Association (P&C) president and operations manager, school council chair, 22 parents and 19 students.

Community and business groups:

- Director Kenmore District Kindergarten and President Kenmore Returned and Services League of Australia (RSL).

Partner schools and other educational providers:

- Principals of Kenmore State High School, Collingwood Park State School and Middle Park State School, deputy principal Albany Creek State School and manager EQi.

Government and departmental representatives:

- Councillor for Pullenvale Ward, State Member for Moggill and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
School budget overview	School Data Profile (Semester 2, 2018)
OneSchool	Responsible Behaviour Plan for Students
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website, Facebook
School based curriculum, assessment and reporting framework	Headline Indicators (Semester 2, 2018 release)
School Opinion Survey	

2. Executive summary

2.1 Key findings

Staff members are committed to and optimistic towards improving the learning and wellbeing outcomes for students.

Staff and parents articulate a strong sense of community throughout the school. This is reflected in one parent's comment of 'This school is not just the place you want to send your children to, but a place that you want to be involved in'. Teachers' high expectations for student engagement with their learning and respectful relationships within the school community are apparent.

Parents and community members hold the school in high regard.

Teachers are respected by students and parents as caring professionals who are receptive to communicating regarding student learning and issues affecting that learning. Teachers, teacher aides and school leaders have a strong sense of purpose nurtured in a positive and proactive environment. Parents, students and teachers describe the relationship between members of the school community as caring and respectful. A distinct sense of embracement of multicultural inclusion and diversity exists throughout the school.

School-expected pedagogical practices are research-based and enable teachers to differentiate the curriculum and provide students with opportunities for consolidation of understanding.

Teachers are experts in the Reading to Learn (R2L) approach and confidently apply these strategies within their classrooms. Teacher anecdotes regarding student progress, student bookwork and school data attest to the success of the processes utilised by teachers to differentiate for students.

The school has developed an action plan for building inclusive approaches to support students with diverse learning needs.

The action plan is focused on the capability building of classroom teachers and inclusion support teachers to work confidently and collaboratively to support students within classrooms. The school continues towards a co-teach, co-plan, co-reflect model whereby general classroom teachers, inclusion support teachers and teacher aides work in teams within classrooms to support all students to access their entitled curriculum. The school action plan is yet to be reviewed and refined.

The school curriculum and assessment plan makes clear what and when teachers should teach and students should learn.

Science, Technology, Engineering and Mathematics (STEM) is delivered across the school by specialist teachers. The STEM teachers align the school's teaching of literacy expectations with the science and technology curriculums. Inquiry-based learning is the focus within these lessons and the principal articulates a next step in developing the school curriculum will focus on the general capabilities of the Australian Curriculum (AC), with a particular emphasis on inquiry, and critical and creative thinking.

The school leadership team has accessed a wide range of research-based teaching theories to establish effective pedagogical practices.

Teaching teams front-end assessment through the provision of 'C-A' exemplars and marking guides for students. Artefacts supporting this pedagogy are apparent in some classrooms. The literacy coach is working with selected year level teams during the curriculum planning process to develop learning maps to assist teachers to support students to become assessment literate learners. This practice is emerging in all classrooms. Feedback to students regarding learning is provided by teachers in a range of modes across the school, written and verbal. The level of staff understanding regarding how to develop learning goals and to align these goals to the effective use of feedback to enhance student learning is developing.

Staff members are given the autonomy to develop their Annual Performance Development Plans (APDP) in alignment with the school's Explicit Improvement Agenda (EIA).

This enables staff ownership of their personal development plan. This process is highly valued by staff who identify inclusive practices and reading as the major focus for their plans. The principal recognises the importance of building teacher leadership capability. A pilot program at the school is trialling teacher leadership beyond the classroom. The plan aims to empower teachers as researchers in their area of interest from their APDP.

The school has developed and maintains a number of high-value partnerships within the community that support student and parent learning and wellbeing outcomes.

These include transitions, developing a sense of community, philanthropy and community engagement. The 'one plan' philosophy, encompassing the EIA, school council and Parents and Citizens' Association (P&C) goals ensures that the school is united in its focus with its partners and that a common language and purpose are clear. Partnership with the Kenmore Alliance is anticipated to increase alignment between the school and its secondary feeder school.

2.2 Key improvement strategies

Review the school's action plan for building inclusive approaches to support students with diverse learning needs and disabilities with a view of how it will assist teachers to work confidently and collaboratively within classrooms.

Build all teachers' capability in identifying opportunities to include the general capability of critical and creative thinking across the learning areas of the AC.

Continue to develop assessment literate learners across the school through enhancement of student learning goals, feedback and learning maps to build student knowledge and clarity of what actions they are able to take to make further learning progress.

Build opportunities for teachers to be researchers and take a lead role in investigating problems of practice and developing strategies and actions to address these problems.