

Kenmore State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Kenmore State School** from **18 to 20 October 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Noel Baggs	Internal reviewer, SRR (review chair)
Jade Anderson	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Indigenous land name:	Jagera / Turrbal
Location:	Moggill Road, Kenmore
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	410
Indigenous enrolment percentage:	0.5 per cent
Students with disability percentage:	10.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1135
Year principal appointed:	2016



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), deputy principal, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer, 21 teachers, 46 students, 33 parents, six teacher aides and five auxiliary staff.

Community and business groups:

- Director of Reading to Learn (R2L), representative Rotary Solar Buddies Initiative, president / treasurer Parents and Citizens' Association (P&C) and council chair Independent Public School (IPS).

Partner schools and other educational providers:

- Principal Camira State School, principal Forest Lake State School, principal Kenmore State High School, principal Kenmore South State School, principal Fig Tree Pocket State School and executive principal of Woodcrest State College.

Government and departmental representatives:

- State Member for Moggill, Shadow Minister for Education and ARD.



2. Executive summary

2.1 Key findings

Staff are driven by the belief that every student is capable of successful learning.

Staff commit to every student in every classroom, every day, and ensure all students are capable of successful learning. A clear focus on understanding the learner is apparent. Staff possess and display a strong alignment to continuous improvement for all students through the analysis of student data. A culture of academic performance and high expectations is nurtured at the school. This is reflected in exceptional student achievement data when compared with schools across the nation.

The principal has developed staff members' expertise in Reading to Learn (R2L) instruction.

Teachers apply cutting-edge, research-validated strategies in classroom learning and language across the curriculum that meets the needs of teachers and students. The principal identifies the R2L methodology was chosen because of its international success accelerating literacy learning and closing the achievement gap. R2L has been rigorously implemented for six years. A strong partnership has been forged with Professor David Rose, Director of R2L at the University of Queensland (UQ). Professor Rose describes the school's implementation of R2L as exemplary. Student achievement data evidences high levels of measurable impact for all students.

Leaders articulate the importance of a high-quality curriculum.

A consistent approach to curriculum planning and delivery is apparent. School staff acknowledge the importance of quality curriculum understanding, planning and delivery to achieve consistency in teaching and learning across the school. Year level teams engage in moderation practices to develop greater understanding of the Australian Curriculum (AC) achievement standards. The leadership team and teachers articulate they would value the opportunity to strengthen their knowledge and understanding of the full breadth of the AC including general capabilities and cross-curriculum priorities, in order to effectively develop students' deep understanding of concepts, principles and big ideas within learning areas.

Quality teaching strategies and techniques build students' skills as inquirers.

The leadership team recognises that highly effective pedagogical practice is a key component in the effective delivery of the curriculum framework. Quality teaching practice is viewed as crucial in improving student learning. The principal and other leaders keep informed of research on effective teaching. Recently, leaders have introduced inquiry pedagogy in the belief that it will provide added benefits for students' engagement across the curriculum. Leaders articulate that inquiry learning is an emerging focus and ongoing professional learning is planned to support teachers in this work.

**Staff are committed to an inclusive education approach for students.**

Teachers work to understand and address the needs of students, including high-achieving students. Some students communicate they would like to engage in further learning experiences that encourage a problem-solving approach to real-world challenges. Collaborative development of a systematic approach, focused on strengthening teacher knowledge and capability to apply differentiated teaching and learning for high-achieving students, is a future school priority. Staff are committed to a culture that embraces and celebrates diversity and focuses on success for every student.

There is a consistent approach to curriculum planning across the school.

Curriculum plans are aligned to the Curriculum into the Classroom (C2C) resource and some are adjusted to meet the needs of students. Teaching staff express the desire to adapt learning experiences to meet the learning needs of students and of the local school context. The leadership team and teaching staff express a desire to refine skills in developing locally relevant units of work which are targeted to the local context in order to engage students in interesting learning experiences aligned to their own lived experience.

The importance of digital technologies to engage all students is recognised.

Staff have identified the further development of Information and Communication Technology (ICT) skills, and in particular, the development of school-wide digital pedagogies, as a future priority. Some staff indicate they would appreciate further support to introduce more technologies into their day-to-day teaching, and to build their capabilities in this area. The leadership team seek to review the scope and allocation of ICT across the school to cater for current and future digital learning opportunities for all students.

A student-centred approach is apparent across the school.

The principal and leaders are united and committed to improving learning and wellbeing outcomes for all students. A culture of 'students first' underpins an unwavering focus from staff members to support all students to be successful. Staff regularly engage in professional conversations to enhance their practices to support student learning. There is a strong emphasis within the school community that all students are welcome. Leaders express the belief that teachers' understanding of student diversity within their classrooms is commendable.

Staff members articulate a strong sense of collegiality.

Leaders and teachers are united in their vision for school improvement and are dedicated to supporting all students to succeed. Staff members and families indicate a sense of trust in the leadership for maintaining and improving high expectations for learning, behaviour and wellbeing. Staff members comment that one of the strengths of the school is the collegiality and personal professional support provided. A sense of belonging is shared amongst staff, students and families.



2.2 Key improvement strategies

Further develop staff knowledge and understanding of the full breadth of the AC, including general capabilities and cross-curriculum priorities, in order to enable rigorous enactment of the intended curriculum.

Build a deep, shared understanding for all teachers in inquiry pedagogy to ensure a consistent whole-school approach is implemented.

Strengthen teachers' knowledge and capability to apply differentiated teaching and learning with a focus on high-achieving students.

Develop processes to further enhance curriculum capability of all teachers in order to develop locally relevant curriculum units, assessments and marking guides.

Explore opportunities to further build the expertise of teachers in fully utilising the range of digital pedagogies to enhance a culture of creativity and innovation.