

Kurwongbah 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 the School Improvement Unit (SIU) at **Kurwongbah State School** from **23 to 26 April 2019**.

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

1.1 Review team

Mike Ennis	Internal reviewer, SIU (review chair)
Greg Gosling	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Eacham Street, Petrie
Education region:	North Coast Region
Year opened:	1986
Year levels:	Prep to Year 6
Enrolment:	887
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1007
Year principal appointed:	2016 – substantive principal 2019 – acting principal
Full-time equivalent staff:	57.51
Significant partner schools:	Pine Rivers State High School, Bray Park State High School
Significant community partnerships:	Host School: Queensland Youth Music Awards, Choir Fanfare, KidSing, Instrumental Fanfare, Pine Rivers Cluster schools trial for Police-Citizens Youth Club (PCYC) Disengaged Student Learning Pathway commenced 2019, Total Wellness Therapies onsite psychologist support services
Significant school programs:	Award winning Performance Choirs and Instrumental Music Program, Science, Technology, Engineering and Mathematics (STEM) and Enrichment Programs, Student Leadership cluster program and Stepping Up to Prep: Pre-Prep Transition Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Business Manager (BM), two pedagogical leaders, 24 teachers, 20 non-teaching staff, school council chair, three Parents and Citizens' Association (P&C) executive and members, 25 students and 30 parents.

Partner schools and other educational providers:

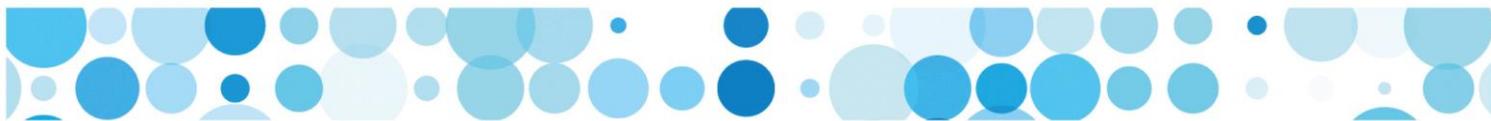
- Director Kids Korner Petrie and principal Pine Rivers State High School.

Government and departmental representatives:

- State Member for Kurwongbah, Councillor for Moreton Bay Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
School Opinion Survey	School Data Profile (Semester 2 2018)
OneSchool	School budget overview
Professional Learning Plan 2019	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Headline Indicators (October 2018 release)	School Inquiry Planners for writing and Inclusion
School based curriculum, assessment and reporting framework	NCR Inclusive Education Commissioning Agreement 2019
School Collegial Classroom Engagement plan	School Leadership Team Structure roles and responsibilities



2. Executive summary

2.1 Key findings

Classrooms are calm, orderly and focused on learning.

The school has a Responsible Behaviour Plan for Students (RBPS) with a focus on Positive Behaviour for Learning (PBL) that is underpinned by school values. The introduction of Reboot, a social regulation program based on trauma-informed practice and neuroscience, has been positively received by the school community. School expectations regarding behaviour are on prominent display around the school and in all classrooms.

A key school priority is to improve student reading.

National Assessment Program – Literacy and Numeracy (NAPLAN) data indicates an improvement in student results in Years 3 and 5 reading. In 2015, 34.0 per cent of Year 3 students were in the Upper Two Brands (U2B) in NAPLAN reading. In 2018 this has increased to 59.0 per cent. In 2015, 35.0 per cent of Year 5 students were in the U2B in NAPLAN reading. In 2018 this has increased to 42.4 per cent.

The school leadership team has established and is driving a clear improvement agenda.

The improvement agenda reflects the school's motto and vision. The leadership team has collaborated with staff and members of the school council, considered school data sets and systemic and regional priorities to determine the school priorities for improvement. Staff and parents are positive and optimistic regarding the direction of the school. Most staff are aware of the improvement priorities. Parents and students are not yet able to identify the school priorities. The leadership team recognises the need to increase the precision of the Explicit Improvement Agenda (EIA) and communicate the priorities, targets and timelines to the school community.

The school has a detailed and sequenced plan for curriculum, assessment and reporting across all year levels.

The plan is aligned to the learning areas of the Australian Curriculum (AC) and uses adapted Curriculum into the Classroom (C2C) materials as a resource. The plan is stored in OneNote so it is readily available to teachers at all times. The plan has been collaboratively developed with teachers and it continues to be refined based on teacher feedback regarding enacted units of work. In-school moderation processes are strong. Teachers appreciate the collaborative approach in building and refining the school curriculum to ensure it meets the needs of students. The leadership team recognises the need to continue to refine the school curriculum plan to fully incorporate the AC cross-curriculum priorities and the general capabilities, and further build teacher capability for implementation.



The school has a Local Consultative Committee (LCC) endorsed collegial engagement framework.

Pedagogical leaders are utilised to embed consistent approaches to a number of school priority areas and school signature practices. The school leadership team engages in some classroom observation and feedback to quality assure curriculum implementation and consistency of reading pedagogy and PBL implementation. The leadership team recognises the need to refine the school collegial engagement framework for stronger alignment to the EIA and school signature practices supported by the instructional leadership of all school leaders.

The school is driven by the belief that every child can learn and make progress.

The school vision aims to maximise the potential of all students. Inclusion is a key focus in the EIA. Positive and caring relationships are apparent between students, staff and parents. All students and staff have an obvious sense of belonging and all parents are welcomed. Staff, students and parents speak highly of the school and are complementary of the 'visibility' of the school leadership team. Some parents and staff believe a stronger narrative promoting the school vision of maximising the potential of all students and high expectations for all members of the school community would further enhance school culture.

The leadership team places a high priority on understanding and addressing the learning and wellbeing needs of all students through the effective use of its financial and human resources.

Resources are focused on supporting staff to develop and deliver quality teaching and learning. The school has clearly documented what it plans to achieve through the allocation of the Investing For Success (I4S) and Independent Public School (IPS) funding in 2019 with a strong investment in human resources to support and enhance the learning of students. Clear processes to monitor and evaluate the impact of school and I4S funded initiatives in aligning with the EIA and improving student learning and wellbeing outcomes are yet to be developed.

All staff members speak highly of the collegiality in their year level teams.

Staff articulate year level teams as one of the great strengths of the school. Teachers report their colleagues are a strong professional and personal support. Parents talk about the teaching team being exceptionally committed and supportive. Students comment that the teachers are the best part of the school.

The school is widely recognised for its high quality music program.

Staff, parents and students frequently comment on the positive opportunity to participate in the highly regarded school music program. The music students perform publicly in the community at a range of events including eisteddfods, cultural festivals and competitions. The school received a highly commended award at the 2018 Showcase Awards for Excellence.



2.2 Key improvement strategies

Increase the precision of the EIA by clarifying the priorities, targets and timelines and communicating these to the school community.

Fully incorporate the AC cross-curriculum priorities and the general capabilities by continuing to refine the school curriculum plan, and further build teacher capability for implementation.

Refine the school collegial engagement framework for alignment to the EIA and school signature practices supported by the instructional leadership of all school leaders.

Uphold a strong narrative promoting the school vision of maximising the potential of all students and high expectations for all members of the school community.

Collaboratively review the allocation of human and financial resources and refine the roles and responsibilities of staff to clearly align to the EIA and the learning needs of students.