Kenmore State High 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 High School** from **17 April** to **20 April 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

Wayne Troyahn	Internal reviewer, SIU (review chair)
Jenny Maier	Senior internal reviewer (SIU)
Kirsten Dwyer	Peer reviewer
Darren Cook	Peer reviewer
John Wessels	External reviewer

1.2 School context

Location:	Aberfeldy Street, Kenmore
Education region:	Metropolitan Region
Year opened:	1972
Year levels:	Year 7 to Year 12
Enrolment:	1911
Indigenous enrolment percentage:	1.2 per cent
Students with disability enrolment percentage:	4.92 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1109
Year principal appointed:	2018
Full-time equivalent staff:	Teaching: 141.17 Non-Teaching: 136.30
Significant partner schools:	Kenmore State School, Kenmore South State School, Moggill State School, Pullenvale State School, Fig Tree Pocket State School, Chapel Hill State School, Brookfield State School, Upper Brookfield State School, Mount Crosby State School, Karalee State School, Kakamihara High School, Engelsburg Gymnasium
Significant community partnerships:	Centenary Rowing Club, Kenmore/Moggill Returned and Services League of Australia (RSL) Sub Branch, Kenmore–Moggill schools cluster alliance, The Rotary Club of Kenmore, German immersion parent support group, Music Support Group
Significant school programs:	German Immersion Extension Program (GIEP), Music Extension (MEX), Zenith program and Information Communication Education (ICE) program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, five deputy principals, 112 teaching staff, 41 non-teaching staff, Queensland Teachers' Union (QTU) representatives, 33 parents, 175 students, school council chair, school council members – staff, students and community, Parents and Citizens' Association (P&C) president and members, and tuckshop volunteers.

Community and business groups:

- Rowing club members.

Partner schools and other educational providers:

- Principal of Kenmore State School.

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
Headline Indicators (Semester 2, 2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School Data Plan	Curriculum planning documents
School improvement targets	School Facebook Page
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey (2017)
School based curriculum, assessment and reporting framework	Professional learning plan 2018 – including budget
School pedagogical framework – Dimensions of Learning	Professional development plans

2. Executive summary

2.1 Key findings

The school prioritises a high performance learning culture whereby high expectations for learning and behaviour are paramount.

The values of *'Excellence, Learning, Partnerships, Belonging, Integrity'* are the foundation for the positive culture that is apparent across the school. Parents are viewed as integral members of the school community and are welcomed into the school.

There is increasing use of digital technologies as a tool for teaching and learning.

This provides an additional platform for more innovative teaching practice aimed at the 21st century global learner, including inquiry-based learning, creativity, critical thinking and collaboration. OneNote Cloud is being adopted this year and teachers are embracing the opportunity to support learning in their classrooms.

The school executive leadership team has developed and is driving an Explicit Improvement Agenda (EIA) with three identified priorities.

The EIA is based on data evidence, and is referred to in guiding specific improvements in school performance. Some staff members demonstrate awareness of the EIA priorities and how the EIA impacts on their work at this time. There is as yet a lack of clarity regarding expectations of teachers in addressing all areas of the EIA.

The school has a whole-school curriculum plan that identifies the range of curriculum offerings.

This whole-school curriculum plan was constructed in 2015 and ratified by the school council. The plan is yet to explicitly describe the specifics of how curriculum is constructed, delivered, assessed and aligned across and between faculties and co-curricular programs.

School leaders are explicit regarding their desire to view effective teaching and learning occurring throughout the school.

The school's identified pedagogical practice is based on Marzano's[1] Dimensions of Learning. The innovative use of ICT to enhance teaching practice and motivate and engage students through a contemporary and dynamic learning environment is emerging.

School leaders provide opportunities for teachers to work together and learn from each other's practice.

This occurs through the reflective practice initiative that has evolved over a four-year period. Teachers are aware of this priority including the expectation that observation and feedback will occur once per term for all teachers. It is yet to commence in its current iteration.

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[1] Marzano, R. J., Pickering, D., Arredondo, D. E., Blackburn, G. J., Brandt, R. S., & Moffett, C. A. (1992). *Dimensions of learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

A selective case study method has been introduced this year to support the writing improvement priority.

This method allows teachers to specifically identify areas where students need to improve their writing. A clear process for quality assuring the implementation of the writing strategy including milestones and targets for measuring student growth at regular junctures is yet to be implemented.

The school benefits from a positive image across the wider community and is perceived as a school of academic excellence.

The school operates in a highly competitive environment for market share against public and private sectors. The leadership team recognises a need to seek further opportunities to leverage advantage through business and research-based organisations in order to enhance learning outcomes.

The school has very strong support from the school community.

This is demonstrated through a strong reputation for quality academic outcomes, capable teachers and high-profile signature learning programs. Many examples exist of strong and sustained partnerships that support signature programs. Continued growth and sustainability of programs are supported through effective resourcing of programs. Funds are sourced from within the school budget and from external sources including parent contributions/levies and other sources.

2.2 Key improvement strategies

Narrow and sharpen the focus of the EIA to provide clear and targeted direction in relation to key priority areas.

Develop a school-wide curriculum plan that clearly articulates how the school links the requirements of the emerging Australian Curriculum, Assessment and Reporting Authority (ACARA) Foundation-Year 12 Curriculum to the school's planning, pedagogy, assessment reporting and Quality Assurance (QA) frameworks, and ensure roles, responsibilities and accountabilities are clearly defined and articulated.

Collaboratively review and revise the school's pedagogical framework to support a contemporary and dynamic learning environment.

Implement the reflective practice initiative and include QA measures to monitor for consistent implementation to provide ongoing support for teachers.

Develop a school-wide process for quality assuring the implementation of the writing strategy including milestones for measuring student growth at regular junctures.

Develop and resource a school-wide marketing strategy to leverage business and community engagement to sustain market share.