

Kedron State High School

Executive Summary





Contents

| | |
|--|---|
| 1. Introduction | 3 |
| 1.1 Review team..... | 3 |
| 1.2 School context..... | 4 |
| 1.3 Contributing stakeholders | 6 |
| 1.4 Supporting documentary evidence..... | 6 |
| 2. Executive summary..... | 7 |
| 2.1 Key findings..... | 7 |
| 2.2 Key improvement strategies | 9 |



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kedron State High School** from **3 to 6 June 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](#).

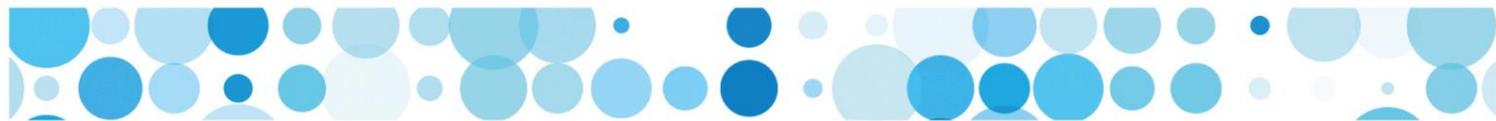
1.1 Review team

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|----------------|---------------------------------------|
| Paul Pengelly | Internal reviewer, SIU (review chair) |
| Julie Pozzoli | Peer reviewer |
| Michael Hornby | Peer reviewer |
| David Curran | External reviewer |

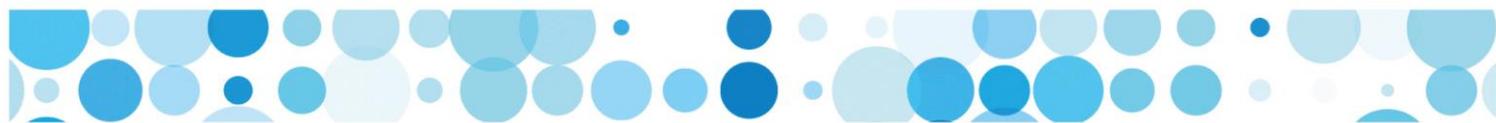


1.2 School context

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| Location: | Park Road, Woolloowin |
| Education region: | Metropolitan Region |
| Year opened: | 1956 |
| Year levels: | Year 7 to Year 12 |
| Enrolment: | 1602 |
| Indigenous enrolment percentage: | 2.1 per cent |
| Students with disability enrolment percentage: | 4.0 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1064 |
| Year principal appointed: | Term 4 2014 – substantive 2019 – acting |
| Day 8 staffing teacher full-time equivalent (FTE): | 111.10 |
| Significant partner schools: | Geebung Principals' cluster: Kedron State School, Nundah State School, Wavell State High School |
| Significant community partnerships: | Queensland University of Technology (QUT) programs: Science, Technology, Engineering, Arts and Mathematics (STEAM), Medical, Preservice teachers, Master's Program, Start QUT; Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT) trauma counselling; Friends of Home of Expressive Arts and Learning (FHEAL) art therapy; Rotary Club of Nundah – Interact Club; JMC Academy; Science, Technology, Engineering and Mathematics (STEM) professionals in schools – Dr Laurie Hutton; Milestones Employment; headspace; Open Doors; Senior Assessment and Tertiary Entrance (SATE) schools alliance; GEMS Network; Vocational Education and Training (VET) partnerships; Kedron Wavell Services Club; Guitar Alchemy |



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| Significant school programs: | Wellbeing programs: Young men's group, Young women's group, Students being Exceptional Every Day (SEED), mentoring; Academic programs: accelerated learning Years 7 to 10, LEAP Years 10 to 12, extension and High Achievers Challenge (HAC), Infuse program; Priority groups: Indigenous program, English as an Additional Language or Dialect (EAL/D) former Phase 2 school, J class – intervention |
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1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principal, 13 Heads of Department (HOD), two Business Managers (BM), Head of Special Education Services (HOSES), six year level coordinators, 69 teachers, eight teacher aides, two guidance officers, two school officers, four cleaners, tuckshop convenor, uniform shop convenor, eight administration officers, social worker, industry liaison officer, chaplain, 136 students and 14 parents.

Community and business groups:

- Four Parents and Citizens' Association (P&C) representatives, school council chair and nine community partners.

Partner schools and other educational providers:

- Five primary partner school principals.

Government and departmental representatives:

- State Member for Stafford, State Member for Clayfield and ARD.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| Headline Indicators (April 2019 release) | School Data Profile (Semester 1, 2019) |
| OneSchool | School budget overview |
| Professional learning plan 2019 | Curriculum planning documents |
| School improvement targets | School differentiation plan |
| School pedagogical framework | Professional development plan |
| School data plan | School newsletters and website |
| School Opinion Survey | Responsible Behaviour Plan for Students |
| School based curriculum, assessment and reporting framework | |



2. Executive summary

2.1 Key findings

Staff members, students and community members refer to the school motto, in concert with values, as the foundation of school culture that informs personal and collective aspiration towards ‘*The Kedron Way*’.

School staff actively demonstrate the understanding that a positive and caring relationship with students enables successful learning and a strong culture of mutual respect between students and staff. This culture is a powerful foundation that drives engagement, belonging and connectedness within the school community. All members of the school community demonstrate interactions that are caring, polite, and respectful, with genuine concern for the welfare of others.

Programs exist in the school to engage, challenge and extend all students including higher ability students.

School leaders are committed to success for all with a range of differentiation strategies implemented to cater for the diverse needs of students. A strong belief is apparent that all students are capable of learning, irrespective of their individual differences and stages of learning with structures existing to meet student needs. Teachers are encouraged to tailor teaching to student needs and readiness.

***The Kedron Way* is constantly referenced by staff and students, and drives strong engagement within a positive and dynamic school culture.**

The Kedron Way is described in many different forms and actions, and is spoken with pride by all. Students, staff, parents and community members speak highly of the school and view the significant numbers of English as an Additional Language or Dialect (EAL/D) students as enhancing the school culture. School leaders identify current and future challenges due to continued enrolment growth.

The school has established a range of initiatives to enhance teacher and leader engagement in building capability.

The leadership team has documented an improvement agenda that is explicit and focuses on two priority areas. Some staff suggest that clarity regarding progress and measurement of success for some elements of the Explicit Improvement Agenda (EIA) is yet to be realised. Teachers and leaders describe a variable level of precision and implementation across the range of initiatives.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes throughout the school.

The school has documented an agreed pedagogical framework to drive teacher engagement and practice. Some teachers speak of a perception of professional freedom regarding the enactment of elements within this framework. Teachers describe some variation in implementation of agreed practices.

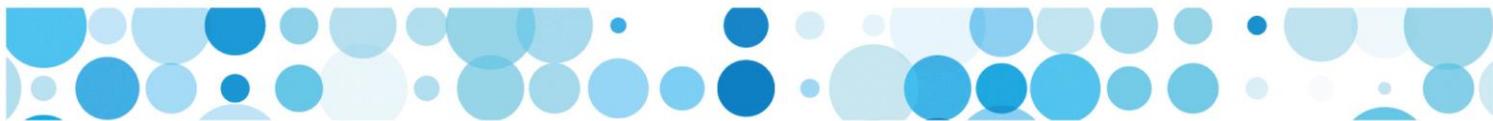


The school has made a commitment to build a school-wide professional team of highly able practitioners.

Strong procedures are established to encourage a school-wide, shared responsibility for student learning and success, and to encourage the development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements. Peer observation is a school-wide practice. A systematic, formalised coaching component is yet to be developed and implemented.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education and training institutions, local business and community organisations.

The school maintains an inclusive, family-friendly atmosphere. It has established strong productive relationships and partnerships across the local and wider community to enhance student learning opportunities, student wellbeing, student leadership and successful post-school destinations.



2.2 Key improvement strategies

Plan strategically to ensure elements currently driving the rich, dynamic, learning culture continue to positively influence development in light of predicted enrolment growth.

Implement rigorous Quality Assurance (QA) processes to ensure clear and consistent alignment with articulated expectations.

Develop a systematic approach to coaching, modelling, observation and feedback, to drive effective pedagogical practices in the implementation of the agreed framework, including a clear role for instructional leaders.

Build on current processes to develop a school-wide commitment to ongoing, rigorous feedback on practice.