

Kuraby State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Kuraby State School** from **6 to 8 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford	Internal reviewer, SRR (review chair)
Kacey Constantine	Peer reviewer
Paul Herschel	External reviewer

1.3 Contributing stakeholders

Consultation



Total of 144 interviews



4 community members
and stakeholders



38 school staff



89 students



13 parents and carers

1.4 School context

Indigenous land name:	Yuggera and Yugambah We acknowledge the shared lands of the Yuggera and Yugambah nations and the Yuggera and Yugambah people of the Yugambah language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	359
Indigenous enrolment percentage:	3%
Students with disability percentage:	19.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	1000

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **6 to 8 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1014 and the school enrolment was 477 with an Indigenous enrolment of 2.3% and a student with disability enrolment of 3.2%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively identify the whole-school agreed teaching strategies, including expectations for implementation across all classrooms aligned to the Explicit Improvement Agenda (EIA). (Domain 8)
- Utilise the English unit planning process as a model for developing other learning area units, based on the Australian Curriculum (AC). (Domain 6)
- Implement a systematic approach to enabling all teachers and education assistants to participate in observation, feedback and coaching aligned to expected pedagogical practices and the EIA. (Domain 8)
- Further develop the use of class data to drive individual student learning aligned to the EIA and learning goals in all classrooms. (Domain 2)

2. Executive summary

2.1 Key affirmations

Staff and students have unconditional positive regard for each other and this underpins the culture of the school.

There is a clear focus on the development of positive relationships across the school. Opportunities are actively sought to engage with families and outside agencies to encourage active participation in the school. Staff are passionate about understanding the story of each student and supporting successful learning for all students.

Comprehensive school-wide processes for curriculum planning, delivery and moderation are being developed and implemented.

Teachers are supported and encouraged to adapt curriculum plans to ensure that learning is targeted to the particular needs of their students. This occurs each term, at year level planning days and through fortnightly Active Learning Team (ALT) meetings. Teachers highly value the collaborative nature of curriculum planning and as a result see students are engaged in learning which meets their particular needs and interests.

Teaching staff express that all students are provided with opportunities to succeed at their entitled curriculum level.

Students share that their school is great as a result of the diversity of cultures that enrich their community and their teachers care. Leaders have implemented a wraparound approach to supporting the needs of students. There is a documented and enacted whole-school inclusion model aligned to the Department of Education's (DoE) policy.

The school actively seeks opportunities to engage with families.

There is a school-based playgroup program held once a week. Staff view this as a service to the community to engage families with early education and providing safe place for community members. Parents attending the playgroup share that this time provides connection with community and may assist in understanding the Queensland education system and their role in supporting their child. Leaders communicate the role of the playgroup teacher is to model how to engage in early years literacy. The principal expresses this service is integral to the needs of the community and positions the school as central to support the needs of families.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Establish a distributed leadership approach to enact the Explicit Improvement Agenda (EIA) in ways that support all leaders and teachers to be clear on their role in implementing strategies that address school priorities.

Develop detailed action plans with incremental targets, key staff responsible and timelines for each key strategy/action to inform monitoring and implementation of the Annual Implementation Plan (AIP).

Domain 5: An expert teaching team

Develop the instructional leadership of leaders to build their capability to lead aspects of the improvement agenda.

Domain 8: Effective pedagogical practices

Support teachers to consider the nature of the learner, to identify and employ pedagogical practices and high-impact teaching strategies that respond to student needs.

Domain 4: Targeted use of school resources

Develop a workforce plan in partnership with regional office to ensure the school is positioned to meet emerging and future needs of students and staff.