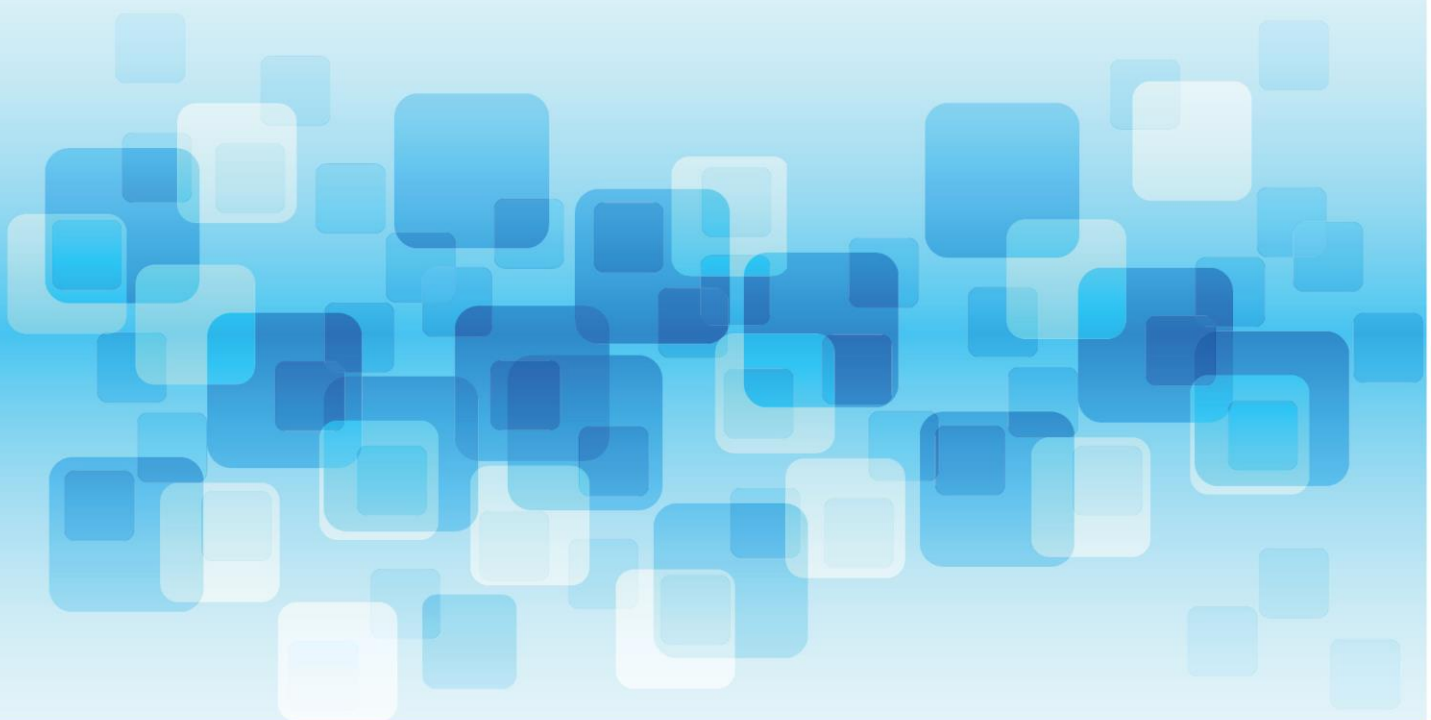




# School Improvement Unit Report

## Kuraby State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Kuraby State School from 26 to 29 May 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	1523 Beenleigh Road, Kuraby
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1928
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	445
<b>Indigenous enrolments:</b>	2 per cent
<b>Students with disability enrolments:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	964
<b>Year principal appointed:</b>	2010
<b>Number of teachers:</b>	22
<b>Nearby schools:</b>	Eight Mile Plains State School, Runcorn State School, Runcorn State High School, The Islamic College
<b>Significant community partnerships:</b>	Jabiru, Local State Member
<b>Unique school programs:</b>	Glasser Quality Schooling, English as an Additional Language/Dialect



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Acting Deputy Principal, Head of Curriculum (HOC), Master teacher, Literacy coach, Support Teacher Literacy and Numeracy (STLaN)
  - Special Education Program (SEP) teacher, English as an Additional Language/Dialect (EAL/D) teacher, Gifted Education Mentor (GEM), Librarian
  - Guidance Officer
  - 21 teachers
  - 16 teacher aides
  - 80 students (some students in class groups)
  - 10 parents
  - Four neighbouring school staff
  - Local Member of Parliament (MP), Outside School Hours Care (OSHC) coordinator

### 1.4 Review team

Stephen Auer	Internal reviewer, SIU (review chair)
Racquel Bushell	Senior Internal reviewer
Dr Matthew Glen	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a clear curriculum planning process reflective of the Australian Curriculum that is used consistently by staff.

The school has a documented whole school plan. There are multiple planning days each year where effective units of work are developed and informed by students' pre and post test data. Differentiation for student learning is inherent in the curriculum planning process. Curriculum leaders are active participants in these planning days. Contact staff provide on-going support for the delivery of these units.

- Data is regularly analysed by school leaders and teaching staff to inform teaching and learning.

The school has a comprehensive and coordinated approach to the collection, analysis and interpretation of student performance data. School leaders analyse and interpret data for strategic decision making to inform school improvement agendas. Teachers talk about how student data impacts on their teaching-learning programs. Teachers' data literacy skills are varied. The school has designed a data dashboard which is highly valued by staff members.

- The school has a broad improvement agenda in place.

There are seven key priorities in the school improvement agenda – reading and comprehension, vocabulary, numeracy, pedagogical framework, coaching, performance reviews and Great Results Guarantee. While most teachers are aware of the agenda, its broad nature has caused some inconsistent practices across the school. Staff and community members can articulate that reading is a key agenda priority. School resources are not explicitly aligned to this improvement agenda.

- The school has developed a policy framework for community participation and engagement which articulates a clear action plan for 2015.

The school is highly regarded by staff, students and parents. The school community is characterised by a high degree of multiculturalism which at times provides challenges for the school and program offerings. School leaders have identified issues relating to student transience and preparation for schooling in early years of learning that impact on the maximisation student learning outcomes.

- The school has a coaching framework which provides feedback for teachers in regards to their teaching practice.

The school's coaching framework is an emerging school practice which supports a number of options for teachers to gain feedback to develop their classroom teaching. It is yet to be fully embedded in day-to-day school operations.



The formal observation component of the coaching framework has been introduced which provided feedback for teachers in regards to the warm up element of the Kuraby Way (pedagogical framework) across all classrooms. Teachers are also able to select from a range of options, areas of professional coaching they require. This aspect of coaching is broadly aligned with the school improvement agenda.

- Performance development planning is in place for all teachers and teacher aides.

The school has developed a management structure which ensures teachers have a consistent contact person to support their classroom needs. This has brought a level of consistency to year level practice, though there is no school-wide accountability mechanism or vertical alignment of practice in place at this time.



## 2.2 Key improvement strategies

- Sharpen and narrow the improvement agenda with measurable targets and timelines aligned to systematic and school based data. Celebrate milestones and targets achieved with the school community.
- Develop clear, structured and purposeful community partnerships tightly linked to the improvement agenda and reflective of the diversity of the school community.
- Develop and embed rigorous quality assurance practices across the school management and teaching processes to ensure consistent curriculum delivery and improved learning outcomes for all students.
- Revisit the current coaching framework to ensure it is focused on the current improvement agenda and reflects a singular evidence-based approach for all coaching staff.
- Strengthen teacher's data literacy skills through on-going professional development and feedback.
- Align whole school resources, including physical, human and financial to the current improvement agenda. Continually review and adjust in accordance with the relevant data sets to ensure the effective utilisation of resources to achieve agreed targets.