Kuraby State School

Executive Summary

School Improvement Unit

Queensland Government
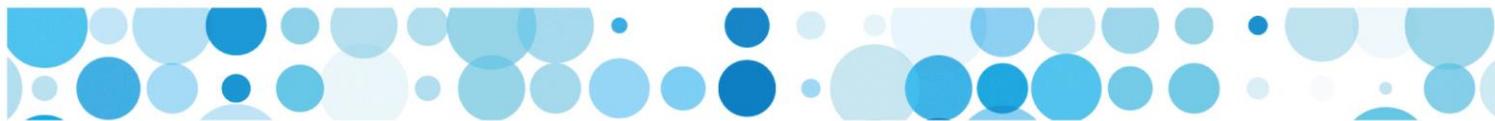
Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.
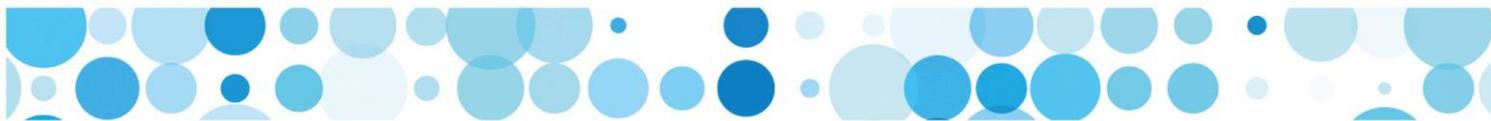
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

© Josiah Omeenyo 2011
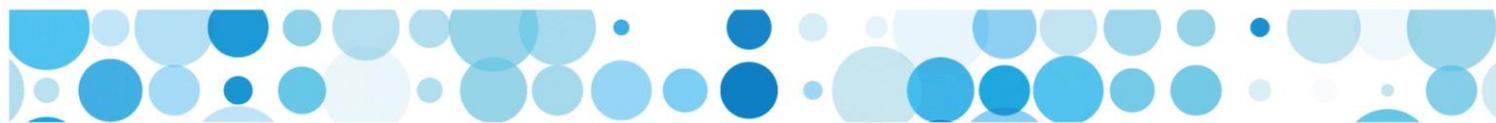
Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kuraby State School** from **6** to **8 August 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

Darren Marsh	Internal reviewer, SIU (review chair)
Belinda Eckford	Peer reviewer
Robert Cole	External reviewer

1.2 School context

Location:	Beenleigh Road, Kuraby
Education region:	Metropolitan Region
Year opened:	1928
Year levels:	Prep to Year 6
Enrolment:	477
Indigenous enrolment percentage:	2.3 per cent
Students with disability enrolment percentage:	3.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1014
Year principal appointed:	2010
Day 8 staffing teacher full-time equivalent (FTE):	50
Significant partner schools:	Runcorn State High School, Kuraby Special School, Runcorn State School
Significant community partnerships:	Kuraby Community Team, Masjid Al Farooq – Kuraby Mosque, Slacks Creek Mosque, Islamic College of Brisbane (ICB), Woolworths, State Member for Stretton, Brisbane City Councillor of Runcorn Ward
Significant school programs:	Playgroup, Pre-Prep program, Top Up Club, Science, Technology, Engineering and Mathematics (STEM) Club, Japanese Club, Cluster STEM Challenge participant, Bollywood Dancers, Kuraby's Got Talent, Harmony Day, Community Art Gallery
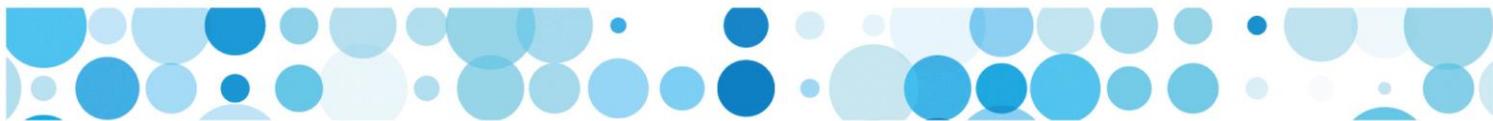
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN)/curriculum, 22 teachers, early years teacher, Health and Physical Education (HPE) teacher, music teacher, English as an Additional Language or Dialect (EAL/D) teacher, two Special Education Program (SEP) teachers, schools officer, Business Manager (BM), administration officer, five education assistants, 91 students, 37 parents and Parents and Citizens' Association (P&C) president and vice president.

Community and business groups:

- Director of Kuraby Grove Child Care Centre and Senior Sergeant of Queensland Police Service (QPS).

Partner schools and other educational providers:

- Principal of Runcorn State High School, deputy principal of Runcorn State High School and principal of Kuraby Special School.

Government and departmental representatives:

- State Member for Stretton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2018/2019
Investing for Success 2019	Explicit Improvement Agenda Action Plan
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
Cycle of continuous improvement plan	Whole-School Inclusion Model
School pedagogical framework	Building Capability Framework
School assessment schedule	School newsletters and website
Curriculum & Data Cycle plan	Kuraby classroom checklist
School Opinion Survey	Individual Curriculum Plans (ICPs)
Responsible Behaviour Plan for Students	School-based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

The school views its multicultural and diverse community as its strength.

The school 'community team' motto of '*diversity is our strength'* is used by school leaders to drive the commitment to support students and families who attend the school from a diverse range of backgrounds. This commitment is built on a strong emphasis of trust, respect and opportunities for all. Staff report that the school promotes harmony and celebrates diversity. The principal recognises that educational achievement is highly valued by the local community. School leaders and staff members promote a view of high expectations that every student can be successful in their learning when provided with high quality teaching and appropriate support.

The school has a school vision of '*Every Student Succeeding'.*

A cycle of inquiry is utilised by school leaders to identify and develop the Explicit Improvement Agenda (EIA). An EIA action plan is developed. The plan is sharp and narrow and outlines the strategies to be implemented in achieving the EIA across the three areas of school culture, Australian Curriculum (AC) and pedagogical practices. A cycle of continuous improvement 'heat map' is established. The map outlines key priority areas for improvement over the course of the school's strategic plan.

A pedagogical framework is developed based on collaboratively developed values, expectations and research.

Components of the framework include teaching and learning, quality relationships and student centred. School leaders recognise that highly effective teaching is the key to improving student learning outcomes. Teacher understanding and implementation of aspects of the pedagogical framework vary. School leaders report a need to further develop clarity regarding the school's agreed teaching practices and the related expectations for implementing them in every classroom.

The school has a cohesive and sequenced plan for curriculum delivery that is aligned to the AC.

In 2019 the school embarked on the process of developing quality assured English units aligned to the AC achievement standards that address the diverse needs within the school and wider community. A process for planning English units is developed whereby year level cohort teams are released each term to work with the Head of Curriculum (HOC) and support staff to design locally relevant units aligned to the AC. Other learning areas are delivered via Curriculum into the Classroom (C2C) resources. School leaders articulate a desire to replicate the English unit planning process across each of the other learning areas.

School leaders place a priority on the development of an expert and coherent school-wide teaching team.

School leaders lead and model professional learning at the school. A school 'building capability' framework is developed and provides all staff with the opportunity to engage in professional learning and coaching aligned to the EIA, through a differentiated model. Teachers engage with the model dependent on their professional need. There is evidence of teachers accessing professional learning through watching each other work, coaching and modelling. Systematic school processes whereby all teachers participate in modelling, observation, feedback and coaching to develop capability in implementing whole-school agreed teaching practice are emerging.

School leaders view school-wide analysis and discussion of data as a priority area to inform teaching and the next steps for student learning.

Data is used at the school in building a culture of self-evaluation and reflection, including the use of data to monitor student learning progress over time. Year level cohort teams meet weekly with Active Learning Teachers (ALTs) and Curriculum Support Teachers (CSTs) to analyse year level, class and individual student English Level of Achievement (LOA) data. Some teachers report that they would like to further use data to drive individual student learning aligned to the development of learning goals for all students in their class.

School leaders and staff are focused on the learning needs of every student.

A whole-school inclusion model guides the decision making of staff members in addressing the learning needs of the range of students. The model outlines the school-wide expectations for teachers in catering for the academic, social emotional and engagement needs of each student. Parents speak positively of the information they receive from the school regarding their child's learning, the care and concern shown by teachers and the ability to have informal conversations with teachers regarding their child's individual learning, at any time.

The school is viewed as a major hub within the community.

School leaders actively seek ways to enhance the learning and wellbeing of students by working with parents and families, religious and cultural leaders, and community organisations. Many strong community partnerships are integral to the success of a range of school programs. Parents and community members speak highly of the direction the school is taking to build a positive learning culture for a diverse student population. This includes having high expectations for achievement, supportive processes for social emotional development and a willingness to build strong relationships with families within a culturally diverse community. Several community leaders report that the school and principal are held in the highest regard by the local community.
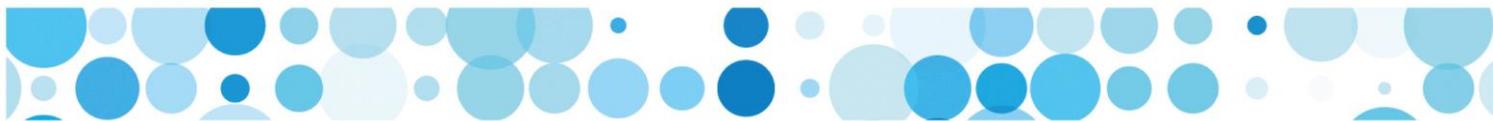
2.2 Key improvement strategies

Collaboratively identify the whole-school agreed teaching strategies, including expectations for implementation across all classrooms aligned to the EIA.

Utilise the English unit planning process as a model for developing other learning area units, based on the AC.

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.

Further develop the use of class data to drive individual student learning aligned to the EIA and learning goals in all classrooms.