

# Kenilworth State Community College

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kenilworth State Community College** from **3 to 4 April 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

John Bosward

Internal reviewer, SIU (review chair)

Cheryl Harvey

Peer reviewer



## 1.2 School context

<b>Location:</b>	Maleny-Kenilworth Road, Kenilworth
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1924
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	71
<b>Indigenous enrolment percentage:</b>	2.8 per cent
<b>Students with disability enrolment percentage:</b>	1.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	982
<b>Year principal appointed:</b>	2016
<b>Day 8 Staffing teacher full-time equivalent numbers:</b>	8
<b>Significant partner schools:</b>	Maleny State High School, Conondale State School, Small Schools sporting group – Conondale State School, Mapleton State School, Montville State School, Glenview State School, Eudlo State School
<b>Significant community partnerships:</b>	Chaplaincy – Local Consultative Committee (LCC) combined with Conondale State School; Queensland Police Service (QPS) – local police, local campdraft; catering at events including the Kenilworth Chook Chase, local show and rodeo
<b>Significant school programs:</b>	Instrumental music, leadership program, camp, chaplaincy, Small School's sports, playgroup



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four class teachers, Business Manager (BM), 23 students, school chaplain, four teacher aides, 14 parents and itinerant music teacher.

Community and business groups:

- President Parents and Citizens' Association (P&C) and Adopt-a-Cop.

Partner schools and other educational providers:

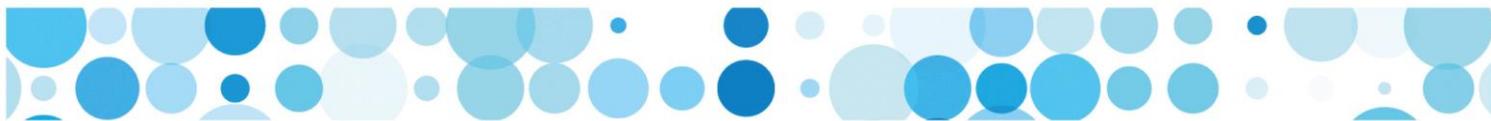
- Principal Maleny State High School.

Government and departmental representatives:

- State Member for Nicklin and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (October 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation surfboard
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Reboot Framework	ICP Sample
Planning Meeting Minutes	Inquiry Cycle Notes
Moderation Protocols	Student Support Plan
School based curriculum, assessment and reporting plan	Show Me Paper Spreadsheet Analysis



## 2. Executive summary

### 2.1 Key findings

**There is a commitment by staff members to the school improvement strategy and a clear belief that further improvement is possible.**

Expectations for success in engagement, achievement and behaviour are communicated to students. Conversations with students indicate that they are beginning to understand the correlation of effort and success. Staff morale is positive and staff members report high levels of collegiality and professional support amongst colleagues. All staff members strive to provide calm and intentionally inviting classrooms in which students experience a sense of safety and belonging.

**Staff members recognise the importance of catering for the diverse learning needs of students.**

Staff members understand that students are at different stages and rates of learning, and express the belief that all students are able to succeed given appropriate support, timely motivation and differentiated learning opportunities. Staff have a strong sense of moral purpose and encourage growth in student behaviour and focus.

**Staff members clearly articulate a commitment to implementing comprehensive whole-school curriculum units relating to learning areas aligned to the Australian Curriculum (AC).**

Teachers engage in collaborative planning with cluster colleagues. During pre-moderation sessions teachers utilise anchor charts to unpack the requirements of the English and mathematics curriculum so as to ensure assessment processes are aligned to curriculum intent and Guides to Making Judgements (GTMJ). This process is yet to be applied to other curriculum areas.

**The principal and all classroom staff members are united and committed to improving learning outcomes for all students.**

The use of the literacy continuum by teachers to determine the next steps in learning for students is in the early stages. Some processes for students to monitor their own learning through the development of individual learning goals that clearly identify their next steps in learning are emerging. The principal recognises the need to develop school-wide processes and expectations for the development of student learning goals that are regularly monitored and reviewed.



**There is a commitment to continuous improvement in teaching practices throughout the school.**

Some students are able to identify the strategies teachers utilise to support them with their learning and the feedback provided to them directed at improving learning outcomes. Conversations with staff members indicate that further time is required to provide a scaffold for consistent, purposeful and descriptive feedback to support students that facilitates continuous improvement and clearly identifies the next steps in learning.

**Teachers develop the use of exemplars and success criteria to identify explicitly what students are to do to demonstrate success.**

Teaching staff members encourage students to believe in their ability to become successful learners through understanding the demands of the task and the achievement standards. Conversations with students indicate an evolving understanding of how they are able to utilise success criteria to improve their learning.

**The ongoing Professional Development (PD) of staff members is viewed as central to improving student learning outcomes.**

A collegial engagement framework is developed to improve pedagogical practices and student outcomes through classroom observation and feedback. The principal has started to conduct walkthroughs in classrooms. A more formal, systematic process for all classroom staff to be involved in walkthroughs, observation and feedback is planned.

**The tone of the school reflects a commitment to purposeful, successful learning and the wellbeing of all stakeholders.**

Staff members speak passionately about their roles and the support the school receives from the community. Students and staff members have an obvious sense of belonging and pride in the school and visitors are made to feel welcome.

**The school is held in high regard, with strong levels of respect existing between the school and the wider community.**

Mutually respectful relationships and a commitment to the school are apparent across staff, parents and the wider school community. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet their needs.



## 2.2 Key improvement strategies

Build on the collaborative curriculum planning process developed in English and mathematics to include all other curriculum areas to ensure a consistent, whole-school approach to curriculum.

Embed school-wide processes for students to monitor their own learning through the development of individual learning goals that clearly identify their next steps in learning.

Collaboratively develop and implement a consistent school-wide process for feedback to students.

Deepen student understanding and knowledge of the learning intent of tasks, success criteria, their goals and the next step in their learning.

Embed the school-wide process for observations and feedback in line with the school's collegial engagement framework to provide timely support and advice to members of the teaching team regarding classroom practices in the priority areas.