

# Kenmore South State School

## School-led review validation executive summary

### About the school

Kenmore South State School acknowledges the Turrbul and Jagera people who are the Traditional Custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	Metropolitan North
Year levels	Prep to Year 6
Enrolment	719
Indigenous enrolments	1%
Students with disability	17.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1154

### About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Kenmore South State School** from **11 to 12 September 2023**.

- **Cameron Hodges**, Senior Principal, Reviews, SRR (validation chair)
- **Zoe Harlow**, Peer Reviewer
- **Geoff Fitzgerald**, Peer Reviewer

### Key improvement strategies

*Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.*

#### Domain 7: Differentiated teaching and learning

Consolidate staff understanding of inclusion, inclusive education practices and differentiated instruction to address the needs of all students, in line with Equity and Excellence.

#### Domain 4: Targeted use of school resources

Collaboratively develop a differentiated capability program with appropriate resourcing to support the full implementation of the Australian Curriculum (AC).

#### Domain 5: An expert teaching team

Expand targeted professional learning opportunities, including observation, coaching and mentoring to support the consistent implementation of agreed school practices and improve student outcomes.

#### Domain 7: Differentiated teaching and learning

Collaboratively develop an agreed whole-school understanding of a high-achieving student, to promote consistency of practice and identify appropriate strategies to support their learning.

### Key affirmations

**A united leadership team is focused on implementing an improvement agenda informed by research and supporting students to develop their best self.**



Leaders drive a strong improvement agenda grounded in evidence and research to achieve improvements in measurable student outcomes. Staff praise the support of leaders in developing their capability and strategically implementing new initiatives. They collaboratively review key data to inform the improvement agenda. Focused data conversations and analysis have further refined curriculum planning, case-management and resourcing to meet student needs. Research and evidence-informed practice to improve students' growth mindset towards their learning have been developed through the Positive Pedagogies Project in partnership with universities. Leaders express a commitment to using staff voice to inform future directions and provide opportunities to trial potential new approaches. Parents and staff are highly invested and committed to students' success. Students value the school's unrelenting approach to providing them with best possible educational experience and an array of opportunities to develop their 'new best'.

**A strong positive learning culture is fostered by a school-wide approach to supporting student learning, wellbeing and engagement.**



The Tree of Growth is an embedded and affirmed framework, which is valued and celebrated by all stakeholders. Teachers articulate they are able to vary the framework to personalise their delivery. Students know and can detail all aspects of the framework. Parents have a clear understanding of the Tree of Growth and how it positively supports students across Prep to Year 6 with their individual learning journey. Positive reinforcement creates a safe and respectful classroom environment with students being acknowledged by Gotchas, Student of the Week and Aussie of the Month awards. Teachers build positive relationships with students, aware in the knowledge that knowing the child beyond the classroom is a solid basis for students to thrive academically, and socially and emotionally.

**Maximising all available resources to support staff development, student wellbeing and support for the full range of students is prioritised.**



School leaders prioritise resource allocation to identified strategies aligned to the Explicit Improvement Agenda (EIA). The Parents and Citizens' (P&C) Association have invested substantial funds into school technology and facility enhancement. Leaders express a commitment to enhancing the capability and confidence of teachers in digital teaching and learning. Many staff convey appreciation for the ongoing development of the facility through refurbishment and construction of new teaching spaces. Processes are in place to deploy staff to address the learning needs of all students, and the school purchases additional staff and has supported the provision of key leadership roles. Staff Professional Development (PD) informed by Annual Performance Development Plan (APDP) processes in the areas of behaviour management, differentiation, inclusion, digital technology and inquiry-informed learning are appreciated by staff. The school has opted in for regional Speech Language Pathologist (SLP) time, the Regional Behaviour Team and English as an Additional Language or Dialect (EAL/D) support to provide specialised assistance for a range of students. The guidance officer, chaplain and psychologist roles provide additional specialised support which is valued by students, teachers and families. An established Bring Your Own Device (BYOD) program is in place across Years 2 to 6 to enhance learning through a range of digital platforms.

**The school is leading the way in developing a comprehensive curriculum plan aligned to the Australian Curriculum Version 9 (AC V9).**



The comprehensive curriculum plan encompasses the provision of curriculum for all learning areas and subjects across relevant year levels, as well as year and band plans, and unit plans. Assessment Alignment Plans and marking guides are collaboratively developed for all summative assessment tasks. Regular termly planning days facilitate ongoing review of the curriculum's effectiveness, leading to continuous adjustments and enhancements. Staff appreciate the time provided through planning days and dedicated staff meetings to plan with their teaching teams and moderate the curriculum across multiple junctures. Collaborative committees are established for prioritised curriculum areas, particularly English and Mathematics. These committees play a pivotal role in driving initiatives to enhance reading, writing, spelling, and mathematics strategies and problem-solving techniques, and reviewing school programs to ensure consistency. Staff involved in these committees appreciate the opportunity to contribute to the development of whole-school approaches. To ensure relevancy and engagement, the curriculum is contextualised to the local area, particularly in Humanities and Social Sciences (HASS) and Science, and is enriched by hands-on mathematical inquiries. Many staff refer to the development of their skills in encouraging inquiry learning with students. Students' Levels of Achievement (LOA) in English and Mathematics are on a continual improvement trajectory.

**Leaders and teachers demonstrate a strong commitment to implementing research-informed practices to improve outcomes for students.**



Partnerships with universities, school-led inquiry and relevant literature systematically inform identification of the school's instructional practices. Pedagogies and programs are reviewed in consultation with teachers and they speak in an optimistic and informed way about planned changes. A representative teacher group is contributing to the implementation of Inquiry learning at a lesson and unit level. Many teachers identify Inquiry as an effective pedagogical practice to ensure all students learn, with strong opportunities for high-performing students. The Tree of Growth (i.e. Kenmore South Positive Pedagogies Framework) is apparent as the foundation of positive learner attitudes and behaviours throughout the school. Students display confidence and enthusiasm regarding their learning and are able to articulate their individual learning goals. Leaders provide feedback and support professional learning through the Annual Performance Review (APR) process, and this is viewed as helpful by many teachers.

**Opportunities to improve practices, resources and opportunities for staff, students and the community are maximised by sustaining a range of significant partnerships.**



The school's sustained and productive partnership with Griffith University and Queensland University of Technology (QUT) has assisted in identifying highly effective practices, particularly through their Positive Pedagogies Project. Partnerships with these universities and others are ongoing and reflect the school's commitment to research-informed practice. School leaders play an active role in local and like-school clusters, and their contribution through these networks is valued by other school leaders. Collaboration with early learning centres and high schools supports student transition to and from primary school. The school's approach to The Active School Travel program has been recognised as best practice, driven by a representative school team that has had a significant positive impact on the attitudes and behaviours towards school travel for local students and families. The P&C and School Council strongly support the work of the school and express confidence in school leaders. The Positive Agile Communities framework has been developed through a consultative process and many staff, parents and carers believe that this will continue to enhance partnerships over time. A Reconciliation Action Plan (RAP) has been developed and leaders express their commitment to continuing its implementation.