



School Improvement Unit Report

Kenmore South State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Kenmore South State School from 26 to 28 October 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

Location:	16 Kersley Road, Kenmore
Education region:	Metropolitan
The school opened in:	1967
Year levels:	Prep to Year 6
Current school enrolment:	587
Indigenous enrolments:	1 per cent
Students with disability enrolments:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1168
Year principal appointed:	2009
Number of teachers:	34
Nearby schools:	Kenmore State School, Fig Tree Pocket State School, Chapel Hill State School
Significant community partnerships:	School Council, Parents and Citizens' Association (P&C), Science, Technology, Engineering, Mathematics (STEM) program, Rotary, Musical and Choral Festivals,
Unique school programs:	Strings, Band, Choir, Robotics, STEM program



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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - School leadership team
 - 28 class teachers and specialists
 - 11 teacher aides
 - 22 parents
 - Business Services Manager (BSM) and two administration officers
 - 35 students
 - School Council chair and Parents & Citizens' Association (P&C) representatives
 - School chaplain
 - Community representatives
 - Ancillary staff
 - Out of School Hours Care (OSHC) representatives

1.4 Review team

Lyal Giles	Internal reviewer, SIU (review chair)
Carol Butler-Mader	Peer reviewer
Ken Rogers	External reviewer



2. Executive summary

2.1 Key findings

- Staff and community have a high regard for the school and recognise significant improvements in achievement.

Parents value the education that is provided by the school. There is a positive tone within the school, which enjoys a proud reputation in the local community. The school has achieved high academic results in National Assessment Program – Literacy and Numeracy (NAPLAN) consistently over a period of time.

- The school places a clear focus on the ability of teachers to implement and develop explicit instruction as a key pedagogy within the school.

The leadership team values the development of staff and the importance of creating consistent teaching practices across the school to enhance further student development. The school has embedded explicit instruction into the daily classroom teaching and teachers are confident in their discussion of how to use this element of the pedagogical framework. Some formal observation and feedback processes have been undertaken by the leadership team to build staff capacity.

- Staff, parents and students comment favourably about the behaviour of students.

The school strongly encourages and celebrates students who follow the four values of: *Be Safe, Be Respectful, Be Responsible* and *Do Your Best*. The school has low numbers of school disciplinary absences and staff, parents and students generally report strong satisfaction with student behaviour. The school intends to refine practices to further develop consistency in the standard of behaviour across the school.

- The school is proactive in identifying and providing intervention for students that require additional support.

Teachers deliver lessons with the expectation that all students, regardless of their abilities, can learn and improve their skills and knowledge. Staff demonstrate great care towards all students and their academic success. There is evidence that the needs of students requiring additional support are being well catered for across the school and within the classroom setting. Differentiation occurs through a range of school-wide programs. Teachers express a desire to further develop their skills in order to cater for the differentiation of the full range of students within the classroom, particularly high achieving students.



- The school is collecting a range of school-wide data to identify and track student progress.

The leadership team and staff value the opportunity to review a selection of data to discuss individual student progress and inform future planning and intervention strategies for students. The full and effective use of some key positions to drive school improvement and student outcomes is yet to be clearly articulated or linked to key initiatives. The school has begun to develop a greater focus on the use and collection of data and is establishing a data wall to track student progress. Teachers' understanding of how to use data to inform teaching and learning is developing across the school.

- The school is proactive in its approach to the wellbeing of staff and mindful of the expectations of them.

The school has invested funding received in the development and support of the wellbeing of staff which is appreciated. Some staff identify that communication and recognition of their contribution to improve the school is an area for continual review.



2.2 Key improvement strategies

- Extend teacher capacity through engaging teachers in formalised cycles of teacher observation and feedback which aligns with the school's explicit improvement agenda.
- Enhance student learning outcomes by building the consistency of teaching practice across the school. Identify, share and implement high-yield teaching strategies that impact upon student learning.
- Review the use of financial, human and physical resources within the school to ensure efficient and effective alignment of resources to the key improvement areas.
- Enhance the culture of the school as a learning community through the establishment of coaching and feedback processes and practices for all staff.
- Build processes to ensure that student learning data is a basis for conversations about the learning of individuals and cohorts of students, to inform teaching practice across the school and to enhance teachers' data literacy.