



# School Improvement Unit Report

## **Keebra Park State High School Executive Summary**



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Keebra Park State High School** from **1 to 5 September 2016**. 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>	Anne Street, Southport
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1973
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	759
<b>Indigenous enrolment percentage:</b>	5.5 per cent
<b>Students with disability enrolment percentage:</b>	3.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	978
<b>Year principal appointed:</b>	2013
<b>Number of teachers:</b>	69 (full-time equivalent)
<b>Nearby schools:</b>	Southport State School, Southport State High School, Ashmore State School, Benowa State High School, Bellevue Park State School, Benowa State School
<b>Significant community partnerships:</b>	West Tigers rugby league, Beacon Foundation, headspace, Griffith University, Southern Cross University, Multicultural Families Organisation
<b>Significant school programs:</b>	Sports specialisation - Rugby League and Basketball, Academic Excellence



### 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 (ARD)
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and two deputy principals
  - Eight Heads of Department (HOD), two guidance officers and master teacher
  - 21 teachers and four teacher aides
  - 78 students
  - Business Services Manager (BSM) and two administration officers
  - Parents and Citizens' Association (P&C) president and tuckshop convenor
  - Principal of partner primary school
  - Two community partner representatives
  - State Member for Southport, Mr Rob Molhoek

### 1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Meredith Wenta	Internal reviewer, SIU
Mel Phillips	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school improvement agenda identifies three priorities in 2016.

There is a widely held belief by staff members that focusing on improving attendance and image will lead to a lift in engagement and academic performance. A general awareness exists amongst staff members and students of the targets for attendance but there is little evidence of knowledge of other targets.

- The National Minimum Standard (NMS) achievement data for Year 7 and Year 9 places the school in the upper quartile in the state which is a significant gain.

The National Assessment Program – Literacy and Numeracy (NAPLAN) participation rates for Years 7 and 9 have been declining significantly.

- The school promotes and maintains an environment reflecting its high expectations that all students will learn successfully.

Clear strategies to promote appropriate behaviour are displayed. Staff members and students express some concern regarding behaviour, but believe that it has improved.

- The school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students.

The school offers a wide range of courses to cater for the diverse needs and interests of students. A student resource scheme operates to provide the necessary resources to students.

- The principal has introduced the Art and Science of Teaching (ASoT) as the pedagogical framework.

Many teachers in the school are experts in the fields in which they teach, have high levels of confidence in teaching in those fields and are eager to expand their subject knowledge to learn how to improve on their current teaching practices.

- HODs and year level coordinators are responsible for developing and approving units of work, including assessment and standards matrices.

The quality and comprehensiveness of curriculum and unit plans vary across the school. There is little evidence of quality assurance of the school's implementation of the Australian Curriculum (AC).



- The school is aware of the need to support the growing number of students who require wellbeing support.

Interviews indicate that there is a need for a formal wellbeing team, including deputy principals, to be established with regular scheduled meetings to ensure a more coordinated, strategic approach is implemented.

- Many teachers set high expectations for every student's progress and ambitious but realistic targets for improving classroom performance.

It is not apparent that students record their goals in writing or follow through with their goal results.

- Strategic connections have been made with a range of industries, local businesses and service providers to facilitate student access to certificate courses and programs.

The school has a broad range of partnership arrangements with other education and training institutions, local businesses and community organisations. The purpose for these partnerships is to improve student engagement and outcomes.



## 2.2 Key improvement strategies

- Refine the Explicit Improvement Agenda (EIA) to provide a sharp and deep focus on key improvements. Develop and rigorously action clear targets and timelines to drive the work of leaders and teachers in improving student performance outcomes.
- Build upon the positive culture of the school to promote a school-wide focus on high expectations for teaching and learning to improve student learning outcomes and positive student behaviour.
- Collaboratively develop a school-wide approach to coaching and mentoring, led and modelled by the leadership team that focuses on pedagogy that contributes to improved student learning outcomes.
- Develop a whole-school process for students to set aspirational subject achievement targets in consultation with their teachers for each subject with the expectation for these to be reviewed regularly.
- Establish a systematic quality assurance process, led by line managers, to support HODs and teachers to implement the curriculum plan.
- Establish a wellbeing team in the school supported by the school leaders to ensure a coordinated, strategic approach to wellbeing.