

# Keebra Park State High School

## 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 **Keebra Park State High School** from **28 February to 4 March 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

Lee Goossens	Internal reviewer, SIU (review chair)
Ray Johnston	Internal reviewer
Valerie Hadgelias	External reviewer



## 1.2 School context

<b>Location:</b>	Anne Street, Southport
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1973
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	818
<b>Indigenous enrolment percentage:</b>	7.3 per cent
<b>Students with disability enrolment percentage:</b>	3.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	982
<b>Year principal appointed:</b>	Semester 2 2017
<b>Day 8 Staffing teacher full-time equivalent numbers:</b>	68
<b>Significant partner schools:</b>	Ashmore State School, Benowa State School, Bellevue Park State School, Surfers Paradise State School, Southport State School
<b>Significant community partnerships:</b>	Canterbury-Bankstown Bulldogs Rugby League Football Club (RLFC), Eastern Suburbs Tigers RLFC, Ashmore City Medical Centre, Headspace, Australian Business and Community Network (ABCN), Surfers Paradise Surf Life Saving Club (SLSC)
<b>Significant school programs:</b>	Rigorous Reading, Rugby League Academy, Girls Sports Academy, Academic Excellence, Basketball Academy, Science, Technology, Engineering and Mathematics (STEM)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, eight Heads of Department (HOD), 38 teachers, Business Manager (BM), guidance officer, six deans, pedagogical coach, Intensive English Centre (IEC) coordinator, inclusive practices coordinator, three office staff, three teacher aides, two cleaners, six student leaders, 43 students, Parents and Citizens' Association (P&C) president and three parents.

Community and business groups:

- ABCN representative, Surfers Paradise SLSC representative and Headspace representative.

Partner schools and other educational providers:

- Principals of Benowa State School, Ashmore State School and Surfers Paradise State School.

Government and departmental representatives:

- Councillor for Division 7 City of Gold Coast, State Member for Southport and ARD.



## 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Faculty Action Plans
Investing for Success 2019	Strategic Plan 2019-2022
Headline Indicators ( Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
Our Learning Framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Wellbeing Policy	Learning Framework Advisory Teams
Curriculum Review Findings (2018)	Junior Secondary Primary Partnership
Keebra Connect Prospectus	School Leaders Governance
Keebra Leadership Team Charter	Leadership Model – Keebra Park SHS
Line Management	Mid Term Reflection
Assessment Policy (draft)	Attendance Policy
BYOD Policy	Complaints Policy
Wellbeing Framework	Mobile Phone Policy
Subject Changes Policy	Positive Relationships Policy
Safe Travel Policy	Uniform Policy
Non-Contact Time (NCT) Pay Back Policy	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **School leaders, staff members, parents and school partners express optimism regarding the school's directions.**

A clear desire to advance unified whole-school initiatives to enhance the quality of teaching and learning throughout the school is apparent. The school has developed a number of initiatives and processes to drive improvement and establish policies, practices and routines to act upon the recommendations of the last review. Leaders articulate that the use of the cycle of inquiry, action plans, line management meetings and reflections are a welcomed emerging practice. School leaders identify the development of the instructional leadership capabilities to evaluate the effectiveness of initiatives and programs as an ongoing priority.

#### **Leaders of the school convey the importance of classroom teachers understanding and addressing the needs of individual students in their day-to-day classroom teaching.**

The recently developed 'Our Learning Framework' reflects the understanding of the importance of teachers knowing their students and their individual learning needs. Many teachers express a desire to further build their repertoire of differentiated teaching and learning strategies to respond to the learning needs of all students, including high achieving students, in junior and senior secondary.

#### **The school leadership team places a high priority on continuous professional learning.**

Leaders model and expect all teachers to demonstrate a commitment to improving requisite knowledge and skills that will enhance learning for all students. School professional development days, twilight sessions and other opportunities are utilised to provide Professional Development (PD) for teachers that is aligned with the school's improvement agenda. These are supplemented on a weekly basis through professional learning sessions, frequently conducted by school staff members.

#### **Many staff members and students speak of the supportive and harmonious ethos of the school.**

The school has a rich cultural diversity. Cultural activities are held to celebrate the various ethnic backgrounds of students. School leaders recognise the potential to further build on the vivid tapestry of multiculturalism that underpins the school. Staff, students, parents and community members speak highly of the school. Students and staff display an obvious sense of belonging. Interactions with staff, students and families are polite, inclusive and productive. There is a collegial culture of mutual trust and support amongst teaching staff.



**The school has coherent, sequenced plans for curriculum delivery in Years 7 to 12 in order to promote consistent teaching and learning expectations.**

Each faculty has undertaken a comprehensive curriculum mapping exercise and redesigned their units of work to align to the Australian Curriculum (AC) in Years 7 to 10. A school-wide curriculum planning template has been developed. Year level planning provides a scope and sequence of content descriptions and overviews of teaching/learning units matched with the relevant aspects of the achievement standards. A whole-school systematic focus on increasing the intellectual rigour, challenge and innovation in classroom learning is yet to be developed.

**The school leadership team recognises that highly effective teaching is the key to improving student learning.**

The school's 2019 approach to teaching and learning has a focus on building teacher and leadership capability, and collaborative planning processes through a cycle of inquiry. The pedagogical framework advisory team is tasked with developing and implementing the school's pedagogical practices of 'know your data, know your students and know your strategies'. Aspects of the framework are yet to be fully developed or implemented.

**The school leadership team places a high priority on the use of data at all levels to monitor students' academic performance, behaviour and attendance.**

Whole-school data sets inform school strategic planning, resourcing decisions and selection of school-wide responses. PD regarding the collection and analysis of data has been provided to teachers including classroom dashboard, National Assessment Program – Literacy and Numeracy (NAPLAN) and Rigorous Reading pre- and post-testing.

**The school strategically uses its resources, responding to relevant data to meet the learning and wellbeing needs of students in a deliberate and targeted manner.**

Investing for Success (I4S) funding has been used to support key elements of the school's Explicit Improvement Agenda (EIA). Resources have been deployed to allow refurbishments that enhance the learning environment for students. Examples include significant refurbishment of the school entrance, a new parent entry foyer and upgrades to performing arts and home economics facilities.

**The school is establishing strong connections and relationships across the local community.**

School leaders value the importance of community partnerships in maximising student learning outcomes. The school strategically seeks ways to engage with parents and families, local organisations and businesses to support the learning and wellbeing needs of students. The leadership team has identified community engagement as a key priority in the school's EIA.





## 2.2 Key improvement strategies

Explore the opportunities inherent in the school's multicultural identity to strengthen a culture of inclusion and responsible global citizenship.

Review curriculum planning to ensure the inclusion of tasks that intentionally build intellectual rigour, challenge and engagement for all students, including high achieving students.

Quality assure the implementation of evidence-based pedagogical practices aligned to the school's learning framework.

Build teacher capability in the precise use of student data and evidence to identify student learning gaps, inform teaching practice and communicate to students their next steps for learning.