

Keebra Park State High School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Keebra Park State High School** from **16 to 19 October, 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

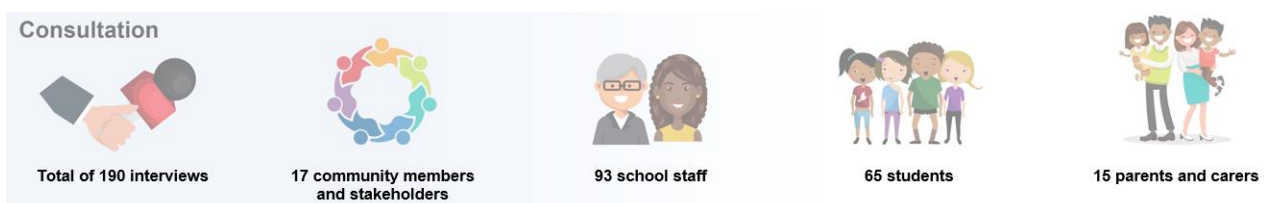
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal Reviewer, SRR (review chair)
Matthew Horton	Peer Reviewer
Valerie Hadgelias	External Reviewer
Ken Rogers	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Kombumerri nation and the Kombumerri people of the Yugambeh language region.
Education region:	South East Region
Year levels:	Years 7 to 12
Enrolment:	1054
Indigenous enrolment percentage:	8.3%
Students with disability percentage:	12.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	967

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **28 February to 4 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 982 and the school enrolment was 818 with an Indigenous enrolment of 7.3% and a student with disability enrolment of 3%.

The key improvement strategies recommended in the review are listed below.

- Explore the opportunities inherent in the school's multicultural identity to strengthen a culture of inclusion and responsible global citizenship. (Domain 3)
- Review curriculum planning to ensure the inclusion of tasks that intentionally build intellectual rigour, challenge and engagement for all students, including high-achieving students. (Domain 6)
- Quality assure the implementation of evidence-based pedagogical practices aligned to the school's learning framework. (Domain 8)
- 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. (Domain 2)

2. Executive summary

2.1 Key affirmations

Leaders outline the work being undertaken to ensure teachers at different phases in their careers receive targeted support.

Teachers and leaders describe professional growth and improved understanding of teaching and learning resulting from opportunities to collaborate with peers. Leaders discuss recent initiatives to support teacher capability development, including the Leading Instruction for Teachers (LIFT) program and Lighthouse program that enables teachers to update and renew their skillsets. Leaders proudly comment on the number of highly qualified staff who facilitate the provision of a wide range of programs and subjects for students.

Staff foster positive and caring relationships and work actively to build partnerships with students, parents, and the community.

Leaders and staff indicate they enjoy working at the school. Students comment that their teachers care for them. A high priority is placed on student wellbeing, and many processes are established to support students and address individual needs. The school community's multicultural composition is viewed as a strength by students and staff. Staff express appreciation for leaders' encouragement and support. Staff, students and parents describe this as a 'great' school. They comment that the school has 'good people', with staff members describing the school as a 'family'.

Staff, students and community members express a belief that the school is 'heading in the right direction'.

The Executive Leadership Team (ELT) is driving a strong improvement agenda underpinned by research. Data sets portray an upward trend in key areas, including literacy and numeracy. Deliberate strategies are employed to support students identified as at risk. Staff describe creating environments where every student can thrive and succeed. Many parents and community members recognise that the concerted efforts of leaders and staff to strategically build partnerships positions the school to expand the range of quality learning opportunities for students.

Leaders and teachers describe an intentional focus on curriculum to drive teaching and student learning.

Leaders and teachers describe a shared vision for curriculum with the focus on alignment, consistency and use of a common language. Teachers express pride in their use of formative assessment to tailor their teaching practice to meet student needs. A curriculum Professional Learning Team (PLT) implements curriculum activities, including an Academic Assessment Board to endorse assessment for all learning areas in Years 7 to 9. PLT members express pride in this process, with some leaders describing it as 'best practice'.

Community members, students and parents convey appreciation for staff members' work to provide every opportunity for students.

Teachers attest they are committed to providing learning opportunities that allow students to realise their full potential. Many staff speak of engaging purposely with partners to generate possibilities and future pathways for their students. Staff and students are vocal in their praise of the highly successful Rugby League program. Leaders express pride in a long history of 100% of students attaining a Queensland Certificate of Education (QCE). Leaders describe allocating resources to support academic excellence programs, multicultural activities, and sporting academies to cater for diverse student interests and talents.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Sharpen the strategic improvement agenda by aligning priorities with the work to be undertaken to support clarity, shared understanding and ownership of the Explicit Improvement Agenda (EIA) amongst staff.

Domain 3: A culture that promotes learning

Investigate innovative practices to collaboratively develop a flexible whole-school approach to supporting student learning and wellbeing needs.

Domain 7: Differentiated teaching and learning

Collaboratively develop and implement a whole-school approach to inclusive education to empower teachers in identifying and providing tailored supports for student learning and wellbeing.

Domain 8: Effective pedagogical practices

Develop and enact agreed pedagogical approaches to equip teachers to determine and deploy pedagogies considerate of the learner, learning and curriculum.

Domain 3: A culture that promotes learning

Systematically enact agreed behaviour management processes captured in school documents to foster consistency of practices amongst staff.

Domain 8: Effective pedagogical practices

Collaboratively develop and enact an agreed observation and feedback model to provide teachers with detailed feedback that supports improved teaching practice.