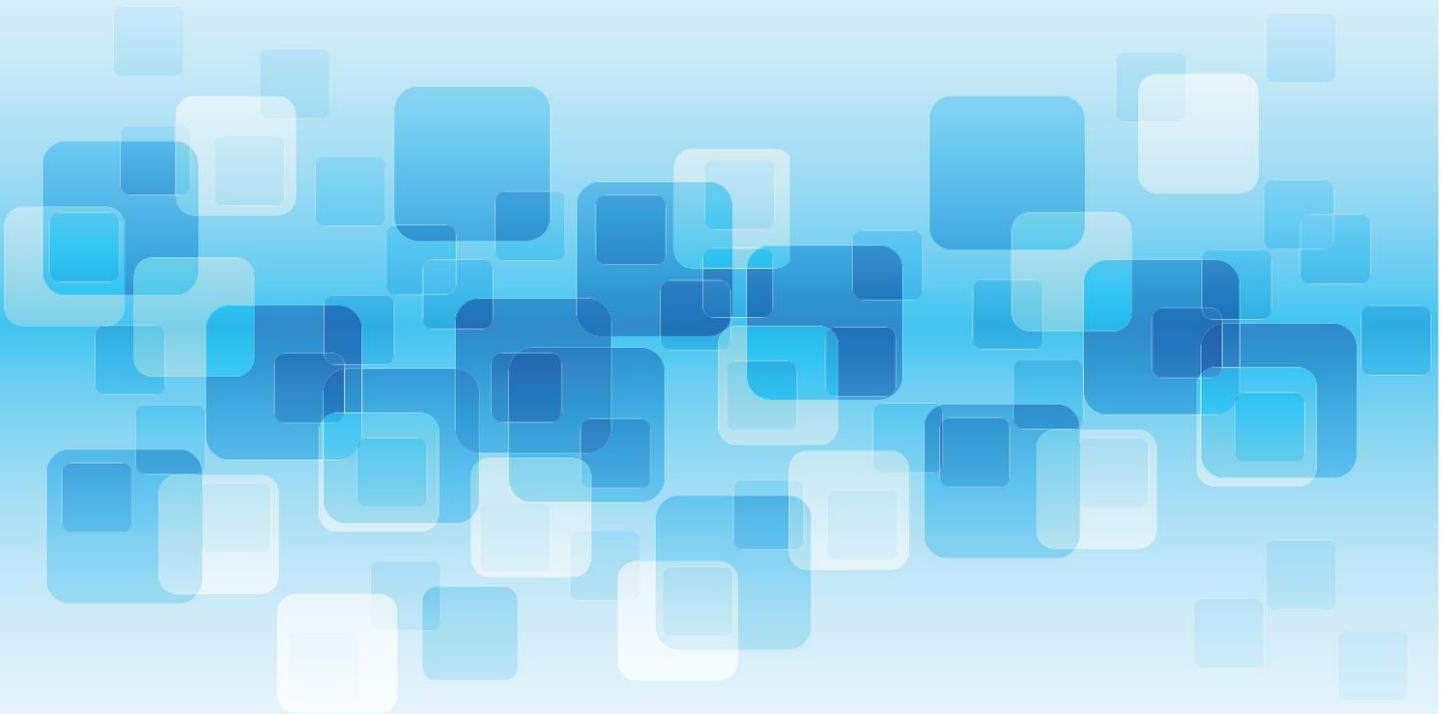




School Improvement Unit Report

Kuranda District State College Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Kuranda District State College from 16 - 18 March 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

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Location:	26 Myola Road, Kuranda
Education region:	Far North Queensland
The school opened in:	2007
Year levels:	Prep to Year 12
Current school enrolment:	413
Indigenous enrolments:	43 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	896
Year principal appointed:	January 2015 (acting)
Number of teachers:	27 classroom teachers
Nearby schools:	Cairns Hinterland Steiner School, Kuranda Creche & Kindergarten Kindy
Significant community partnerships:	Ngoombi co-operative society
Unique school programs:	Sustainable Learning, James Cook University partnerships, Young Men, Young Women 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
- consultation with the school's assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Leadership team – Principal (acting), four Heads of School (acting), explicit teaching coach, master teacher and Head of Special Education Services (HOSES)
 - Administration and non-teaching staff - Business Services Manager (BSM), administration officer, five teacher-aides
 - 20 classroom teachers
 - P&C President and School Council Chair
 - Four parent representatives
 - 12 student leaders, 35 students in the playground
 - One early childhood provider
 - Community representative- Ngoombi

1.4 Review team

Valerie Hadgelias	Internal reviewer SIU (review chair)
Liam Smith	Internal reviewer SIU
Robert Cole	External reviewer SIU



2. Executive summary

2.1 Key findings

- Parents and staff express a desire to build a culture of deep trust and support with the school, however there is presently a disconnect' between Kuranda District State College and the wider community. This is impacting upon many aspects of school life.

Many staff and community members recognise the difficulties between the school and its community over the past few years. However, all agree that this situation is improving in 2015. The P&C and community leaders have expressed a commitment to be part of this re-engagement agenda.

- There is a genuine desire among teaching staff to continually improve their teaching performance and to see a lift in student learning outcomes.

Changes in leadership staff over the past few years have contributed to the teaching and support staff feeling confused about the school's overall direction. This lack of leadership stability has resulted in a failure to establish systematic practices and processes to support teachers develop further expertise.

- Teachers identify student behaviour as a significant issue.

Teachers indicated that unacceptable student behaviour involves a relatively small percentage of students. They indicated a concern with the lack of consistent consequences and expectations throughout the college. Classroom observations indicate that most classrooms are well managed and generally orderly.

- There is a lack of clarity around the college curriculum from Prep to Year 9.

The Curriculum into the Classroom (C2C) resources provide a foundation for curriculum delivery in Prep to Year 9 however, the enacted curriculum is not closely supervised for consistency or rigour. Adjustments to C2C are not reliably recorded and work units are not centrally located.

Discussions regarding curriculum delivery are inconsistent and have a year level focus, rather than being driven by a leadership team with a whole school approach. Vertical alignment of the curriculum across the two campuses is not evident beyond an expectation that the Australian Curriculum (AC) will inform planning.



2.2 Key improvement strategies

- Sharpen and narrow the focus of the school's improvement agenda to one or two key priorities. Allow sufficient time to embed these priorities before moving the improvement focus to the next priority area.
- Work towards developing greater community ownership of the college. Develop a shared vision for the future with a clarity of purpose and a robust and positive commitment to improvement among staff, parents and the wider community.
- Engage staff and the school community members in the improvement agenda through genuine consultative processes and effective communication strategies. Build a strong cohesive team which places student outcomes as the central focus.
- Re-establish the School Wide Positive Behaviour Support (SWPBS) program with a drive to ensure it is consistently and deeply embedded across the whole college.
- Ensure the college curriculum is inclusive, locally relevant and accessible to all students, and that it values and builds on students' existing knowledge and varying backgrounds.