

Kuranda District State College

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 **Kuranda District State College** from **18 to 20 June 2019**.

The report presents an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college to implement in consultation with its regional office and college 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

Peter Grant	Internal reviewer, SIU (review chair)
Karen Brown	Peer reviewer
David Manttan	External reviewer



1.2 School context

Location:	Myola Road, Kuranda
Education region:	Far North Queensland Region
Year opened:	2007
Year levels:	Prep to Year 12
Enrolment:	323
Indigenous enrolment percentage:	49 per cent
Students with disability enrolment percentage:	6.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	878
Year principal appointed:	2019
Day 8 staffing teacher full-time equivalent (FTE):	32.38
Significant partner schools:	A range of schools in Cairns for Queensland Certificate of Education (QCE) collaboration
Significant community partnerships:	Kuranda Neighbourhood Centre, Kuranda Police Station – Queensland Police Service (QPS), A Good Start to Life (GSL) Pty Ltd, Mulungu Aboriginal Corporation Primary Health Care service, Ngoonbi Community Services Indigenous Corporation
Significant school programs:	Sustainability



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal-secondary, deputy principal-primary, Head of Curriculum (HOC) – student services secondary, HOC–student services primary, Head of Department (HOD) – education services, Head of Inclusion (HOI), Business Manager (BM), nine teacher aides, three cleaners, four schools officers, four administration officers, 30 teachers, 12 parents, 46 students and three Parents and Citizens' Association (P&C) executive members.

Community and business groups:

- Kuranda Neighbourhood Centre coordinator

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015 – 2018
Headline Indicators (April 2019 release)	College Data Profile (Semester 1, 2019)
OneSchool	College budget overview
College improvement targets	Curriculum planning documents
College pedagogical framework	Professional development plans
Data capture plan	Responsible Behaviour Plan for Students
School Opinion Survey	College Curriculum Plan
Positive Behaviour for Learning framework	College newsletters, social media, and website
College Unit Planning Guide and Unit Planning Flowchart	College Standard of Practice for Moderation P–12



2. Executive summary

2.1 Key findings

The college leadership team has established, documented and is driving a strong improvement agenda.

The leadership team clearly articulates and demonstrates a united and committed belief in improving outcomes for every student in every classroom across the college. Staff members report a sense of trust and mutual support for each other including expressions of support for college leaders.

There is a college-wide belief that every student is able to learn and be successful in improving their achievement and outcomes.

Students speak highly of the teachers and of the level of support provided across the college. Interactions between staff members, students and parents are predominantly polite and respectful. College leaders and staff share an understanding of the importance of positive and caring relationships to successful learning.

The college leadership team has made an effort to understand the context of the college and the current data in establishing the 2019 Explicit Improvement Agenda (EIA).

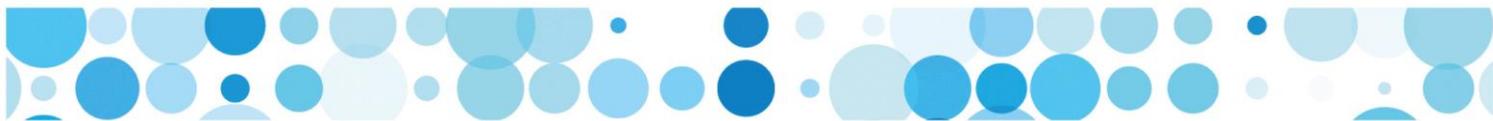
The EIA narrows the college priorities to three areas of focus that are Engagement – Attendance, Behaviour, Community (ABC), Curriculum and Pedagogy. Staff are aware of the EIA. The college EIA is yet to be communicated widely and consistently understood by staff, students, parents and the wider community.

The college is committed to providing a safe, respectful and disciplined learning environment for students, staff and members of the community who visit and engage with the college.

The Responsible Behaviour Plan for Students (RBPS) includes clearly documented expectations to be followed when teachers are responding to unacceptable student behaviours. The leadership team acknowledges a need to review the RBPS and Positive Behaviour for Learning (PBL) framework. Most students and teachers indicate that the response to unacceptable behaviours varies across classrooms.

The leadership team sets high expectations for teachers to use effective pedagogical practices and has expectations for teachers and students to demonstrate deep understanding and knowledge of the curriculum.

College leaders utilise research to influence decisions regarding the introduction of new teaching approaches in classrooms. Some teachers articulate that the pedagogical framework needs to be revised to more accurately reflect the range of pedagogies appropriate for implementation across the college. Teachers indicate that the core pedagogy of explicit teaching should be retained.



The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students.

Most staff members express a genuine desire to engage in continuous improvement of their professional capabilities. Teachers report they strongly value the opportunity for coaching and feedback from the leadership team in their teaching capability development. A college-wide model of coaching, mentoring and feedback in relation to teaching practices is yet to be established.

The college leadership team views reliable data as essential to whole-college improvement and individual student achievement.

The college has established a data capture plan for Prep to Year 6. A comprehensive college data plan that includes data to be collected, when it is to be collected and college expectations for how it is to be used to improve student learning and monitor progress towards targets is yet to be developed.

The college leadership team actively seeks ways to enhance student learning and wellbeing by working with parents and families, other education, health and community organisations.

Increasing numbers of parents speak positively of the levels of care and support afforded their child. They articulate their confidence in approaching their child's teacher to discuss any concern they may have. Partnerships with parents are strengthened through a range of college events and celebrations that are held regularly. These events enhance the sense of community within the college.



2.2 Key improvement strategies

Collaboratively develop, document, communicate widely and implement a precise EIA including explicit measurable targets, timelines and milestones.

Collaboratively review the whole-college approach for managing student behaviour to support consistent implementation of agreed strategies to further enhance the college's safe, supportive and disciplined learning environment.

Collaboratively review and refine the college pedagogical framework to reflect the research-based pedagogical practices utilised across the college campuses including agreed explicit expectations for observable practices in every classroom.

Collaboratively develop and implement a collegial engagement policy that supports teachers in building their capacity to improve student learning and outcomes including Quality Assurance (QA) processes to monitor teaching capability.

Collaboratively review and document a college data plan that includes data to be collected, when it is to be collected and college expectations for how it is to be used to improve student learning and monitor progress towards targets in the EIA.