

Kuranda District State College

# Executive summary



## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Kuranda District State College** from **14 to 16 November 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.

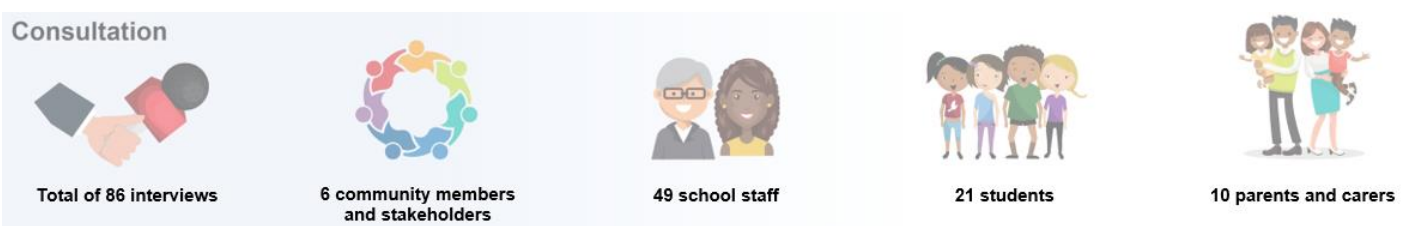
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Louise Wilkinson	Internal reviewer, SRR (review chair)
Brian O'Neill	Peer reviewer
Jenny Hart	External reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	We acknowledge the Traditional Custodians of the land that the school is built on.
<b>Education region:</b>	Far North Queensland Region
<b>Year levels:</b>	Prep to Year 12
<b>Enrolment:</b>	321
<b>Indigenous enrolment percentage:</b>	45%
<b>Students with disability percentage:</b>	16.7%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	877

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **18 to 20 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 878 and the school enrolment was 323 with an Indigenous enrolment of 49% and a student with disability enrolment of 6.7%.

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

- Collaboratively develop, document, communicate widely and implement a precise Explicit Improvement Agenda (EIA) including explicit measurable targets, timelines and milestones. (Domain 1)
- 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. (Domain 3)
- 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. (Domain 8)
- 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. (Domain 5)
- 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. (Domain 2)

## 2. Executive summary

### 2.1 Key affirmations

#### **A positive Culture for Learning (C4L) environment is enhanced by the beauty of the college setting.**

Staff express a shared belief there is a strong supportive culture of care for every student. Leaders and members of the C4L team describe their journey to create a whole-campus positive learning culture. They articulate that Positive Behaviour for Learning (PBL) framework, Reboot and restorative practices complement each other to build and maintain a safe and supportive learning environment. Many members of the college community commonly speak about the beauty of the surrounding tropical rainforest and well-presented buildings and grounds, all enhancing the setting as a positive learning environment.

#### **Unique local partnerships enhance student learning, wellbeing, engagement, life experiences and future pathways.**

Having strong working relationships with parents and carers are considered important. The principal is appreciative of the strong and committed Parents and Citizens' Association (P&C) who supplement activities and resourcing for students. A number of unique college-local community partnerships are established to enhance opportunities for students in relation to learning, wellbeing, engagement, life experiences and future pathways. Members of the college community recognise the mutual benefits brought by these arrangements. In 2023, the college celebrated a 25<sup>th</sup> anniversary at the Kuranda Carnival, which was a very successful joint college-community event.

#### **Curriculum development and inclusive education are a focus.**

Annual planning, including the EIA and resource allocation, is focused on enacting the Australian Curriculum (AC) and Queensland senior syllabuses in a multi-age college setting. Teachers are ready to implement new units of work in English, Mathematics and Science for the commencement of 2024. Ongoing professional learning in differentiated planning, teaching and learning enhances how teachers meet learning needs of all students. Many staff, students and parents affirm that the college is inclusive.

#### **Highly committed, professional staff supporting school improvement and care for their students.**

Leaders and staff demonstrate they are highly committed professionals who share the belief that all students are capable of learning. They are supportive of school improvement and seek to play their part in supporting student learning and success. A range of experience and expertise is provided by a number of staff who are long-serving and live in the local community. They are positively recognised as providing local connections, knowledge and skills. Many teachers speak highly of the collegial support they receive and provide to each other. They view staff wellbeing as a shared responsibility.

## 2.2 Key improvement strategies

### **Domain 1:** An explicit improvement agenda

Embed effective, whole-campus practices, processes and structures to reflect a unified Prep to Year 12 college approach to school improvement.

### **Domain 4:** Targeted use of school resources

Develop and enact a workforce plan, supported by structural organisation changes, to enable all resource allocations to support college-wide initiatives and priorities.

### **Domain 7:** Differentiated teaching and learning

Develop a college-wide student wellbeing team, with clear line management structures, to support students with identified wellbeing and engagement needs.

### **Domain 2:** Analysis and discussion of data

Develop a college student attendance strategy, with regional and external agency support, to improve student engagement and maximise days of learning.

### **Domain 6:** Systematic curriculum delivery

Consolidate primary and secondary sector planning into a single Curriculum, Assessment and Reporting Plan (CARP) to support a shared vision for curriculum and support alignment of curriculum, pedagogy, assessment and reporting.

### **Domain 8:** Effective pedagogical practices

Develop a college-wide approach to pedagogy to ensure the repertoire of effective practices and strategies are responsive to the learner and considerate of the learning and curriculum.  
current college curriculum offerings.