

# Kepnock State High School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Kepnock State High School** from **16 September to 19 September 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 Lead Principal 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

Alan Smith	Internal reviewer, SIU (review chair)
Sharon Amos	Peer reviewer
Joel Buchholz	Peer reviewer
Ken Rogers	External reviewer



## 1.2 School context

<b>Location:</b>	Keptnock Road, Bundaberg
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1964
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1337
<b>Indigenous enrolment percentage:</b>	12.1 per cent
<b>Students with disability enrolment percentage:</b>	11.29 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	939
<b>Year principal appointed:</b>	April 2019
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	86.21
<b>Significant partner schools:</b>	Jobs, Education, Training, Success (JETS) with North Bundaberg State High School
<b>Significant community partnerships:</b>	Bundaberg District Regional Youth Hub
<b>Significant school programs:</b>	Academic Challenge and Excellence (ACE), Gateway School in Agribusiness



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 11 Heads of Department (HOD), 59 teachers, two guidance officers, Business Manager (BM), five administrative staff, nine teacher aides, Youth Support Coordinator (YSC), youth worker Girls Academy, chaplain, Community Education Counsellor (CEC), 148 students, 10 parents and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Queensland Computers representative.

Partner schools and other educational providers:

- Principal of Woongarra State School.

Government and departmental representatives:

- Councillor for Bundaberg Regional Council, Lead Principal and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
School Opinion Survey	School budget overview
OneSchool	Curriculum planning documents
School pedagogical framework	School newsletters and website
Headline Indicators (April 2019 release)	Responsible Behaviour Plan for Students
Report Card and NAPLAN update Semester 1 2019	School Suicide Intervention and Postvention Plan
School Wellbeing and Welfare Overview 2019	



## 2. Executive summary

### 2.1 Key findings

**The school's motto 'Success is Earned' is reflected in the shared beliefs of all staff members that every child is able to achieve success.**

A caring and collegial approach is apparent amongst staff members who express a strong and positive commitment to the school and its students. Students predominantly express a sense of belonging and an appreciation for the care and concern afforded them by staff. Student leaders identify diversity within the student body as a strength that is valued by students and by the school.

**The school is very well resourced, and staff, parents, students and community members are proud of the way the school is presented and maintained.**

Several recent building initiatives have enhanced the opportunity for curriculum diversity and student pathways. Greater flexibility and more efficient usage of physical and human resources including science laboratories and staff is attained through innovative timetabling of senior classes since 1998. The school has allocated a classroom space to accommodate a Girls Academy that aims to support Indigenous girls to improve attendance and learning outcomes.

**The school is committed to developing a diverse and engaging curriculum.**

The curriculum is targeted at meeting the individual needs of the learner and provides a range of in-school and extracurricular offerings. Teachers have built strong learning partnerships with curriculum experts, collaboratively creating a range of documents to support curriculum design.

**School leaders are committed to the development and implementation of a strategic whole-school approach to improving student learning outcomes.**

Leaders of the school present as a united team. Students and parents articulate that the school has established a caring and positive learning culture, focused on every student succeeding. Roles and responsibilities statements are documented for all key leaders. Implementation timelines, performance indicators and key deliverables across all areas of the Explicit Improvement Agenda (EIA) are yet to be specified.

**School leaders identify that effective pedagogy is the key to ensuring students are engaged, challenged and successful.**

Highly effective teaching practices are apparent in many classrooms. The school's documented pedagogical framework references the Art and Science of Teaching<sup>1</sup> (ASoT) in addition to the Essential Skills for Classroom Management (ESCM), the ReBoot program

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<sup>1</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



and the EXPERT Reading framework. Teachers are yet to consistently incorporate all elements into their daily practices.

**The school has developed a range of practices to ensure a consistent approach to the planning and delivery of curriculum.**

Staff members are familiar with this information and work within the school's curriculum expectations. Curriculum development, planning and assessment, together with unit plans and example unit delivery tools, are stored and accessed by teachers through OneNote. Processes to monitor the enacted curriculum are yet to be developed. Assessment is aligned to curriculum, and is designed to measure student learning progression and the effectiveness of the teaching cycle. Moderation practices are apparent at various levels across departments. A formal whole-school moderation process is being investigated to form the foundation of a consistent set of moderation expectations. In Years 11 and 12, TrackEd is used to enable rigorous tracking of student performance against Queensland Certificate of Education (QCE) eligibility criteria. A systematic approach to tracking the progress of all junior secondary students is yet to be enacted.

**School leaders and staff are committed to the school goal of success for all with a range of differentiated strategies established to cater for the diverse needs of students.**

Many teachers express their desire for additional Professional Development (PD) to further enhance their repertoire of pedagogical practice in differentiated teaching approaches, in addition to assistance in the workload associated with differentiated assessment and reporting procedures in some of the focus classes. The school has identified a need to review the current strategic and operational aspects of intervention for students with disability, learning support provisions and literacy intervention approaches to ensure the most effective use of resources and to maximise the level of support for staff and students involved in these processes.

**School leaders articulate the belief that the building of an expert teaching team, characterised by high expectations, innovative and consistent practices, is central to the delivery of high-quality learning outcomes for all students.**

Teachers demonstrate a shared commitment to the improvement of teaching and a growing openness to constructive critique by colleagues. The school is yet to develop a systematic whole-school approach for the provision of feedback, coaching and mentoring for all teachers.

**The Responsible Behaviour Plan for Students (RBPS) supports the school's commitment to providing a safe, respectful and disciplined learning environment for all school community members.**

Classrooms are predominantly calm and focused on learning. Some teachers articulate that behavioural expectations are implemented with a degree of inconsistency across the school. They express a desire for greater clarity regarding related policy and consistency from all staff members in responding to undesired behaviour.





**School leaders demonstrate a strong commitment to supporting the wellbeing of staff.**

This commitment is reflected in the responsive and flexible manner in which school leaders work with staff requiring support and assistance. The school has invested in progressively refurbishing staffrooms and providing release time for staff in response to the increased demands of curriculum and assessment development within the new Senior Assessment and Tertiary Entrance (SATE) framework.

**The school leadership team recognises the benefits that are able to flow to students through the establishment of strategic partnerships.**

Principals from local primary schools appreciate the professional partnerships that have enhanced processes for their students' transition to high school. They welcome the opportunity for further sharing of professional practice and the alignment of curriculum initiatives including the iPad program.



## 2.2 Key improvement strategies

Review the portfolio structure and related roles and responsibilities of the school's executive team to ensure a strong, explicit and sustainable alignment with the school's future strategic priorities.

Review and reinvigorate commitment to an evidence-based pedagogical framework and ensure its systematic implementation.

Quality assure the enacted curriculum through the development of an explicit and consistent monitoring process, including a rigorous school-wide approach to moderation across all year levels, and systematic tracking of student progress, particularly in Years 7 to 10.

Review the effectiveness of current programs and structures for students with disability, learning support and reading intervention to maximise the level of support for staff and students involved in these programs.

Develop and enact a systematic whole-school approach for the provision of feedback, coaching and mentoring for all teachers.

Collaboratively refine and strategically implement whole-school approaches to student behaviour and engagement with an emphasis on gaining understanding and commitment from staff, and consistency of implementation.