

Kepnock 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 **Keppock State High School** from **20 to 23 March 2023**.

The report presents an evaluation of the school's performance against the nine 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 the improvement, to inform the school's next 4-year strategic planning cycle. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. 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.

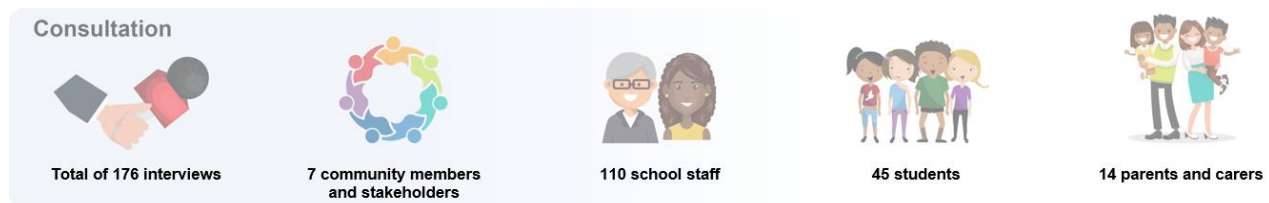
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

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

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Helen Jamieson	Peer Reviewer
Julie-Ann McCullough	Peer Reviewer
Wayne Troyahn	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	<p>I respectfully acknowledge the past and present Traditional Custodians of this land on which we gather – the Byellee, Gooreng, Gurang and Taribelang Bunda people.</p> <p>It is a privilege to be standing on this land, which has been home for over 65 000 years.</p> <p>I also acknowledge the role of both First Nations Australians and non-First Nations Australians, to the education of all people who share and live together in this country we call, Australia.</p>
Education region:	North Coast Region
Year levels:	Years 7 to 12
Enrolment:	1408
Indigenous enrolment percentage:	12.8%
Students with disability percentage:	30.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	939

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **16 to 19 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 939 and the school enrolment was 1337 with an Indigenous enrolment of 12.1% and a student with disability enrolment of 11.29%.

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

- 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. (Domain 1)
- Review and reinvigorate commitment to an evidence-based pedagogical framework and ensure its systematic implementation. (Domain 8)
- 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. (Domain 6)
- 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. (Domain 7)
- Develop and enact a systematic whole-school approach for the provision of feedback, coaching and mentoring for all teachers. (Domain 5)

- 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. (Domain 3)

2. Executive summary

2.1 Key affirmations

Staff members are committed to affording young people a quality public education.

Leaders acknowledge the importance of providing opportunities that lead to improved learning and wellbeing outcomes for students. They believe in developing strong relationships between all staff and students. A high priority is placed on ensuring the learning needs of all students are suitably supported. The principal articulates the importance of developing a positive school culture to enhance student learning outcomes.

Staff take pride in the range of curriculum opportunities provided, describing academic and vocational pathways, and co- and extracurricular activities.

Many parents convey their support for the way that teachers work to provide curriculum and learning experiences for all students. Leaders acknowledge the importance of a systematic approach to curriculum delivery, and identify the high priority the school places on ensuring the learning needs of all students are suitably supported.

Staff actively seek ways to enhance student learning, wellbeing and pathways.

Successful partnerships have been established with local businesses, community organisations, government agencies, and local schools. Leaders value and seek to further strengthen partnerships with families and the local community. Little Dreamers, Ingenium, and Integrated Pathways @ Kepnock (IP@K) are examples of the initiatives stemming from these partnerships.

The principal identifies the importance of using all resources in a deliberate and considered way to meet the learning and wellbeing needs of students.

Leaders strive to provide the professional resources staff members require to best support teaching and learning. The school enjoys the support of an active Parents and Citizens' Association (P&C). An expansive agricultural section includes horticultural areas, grazing paddocks for school-owned cattle, a greenhouse, and welding areas. Leaders speak of continual upgrades to school facilities, including air-conditioning of all classrooms and landscaping projects. A proposed capital works program is highly anticipated. Members of the leadership team identify the importance of building a school-wide, professional team of expert teachers. The school has been successful in attracting, retaining and developing a competent teaching workforce. Teachers demonstrate a strong team ethos within their respective faculties and hubs, and are committed to supporting students.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Utilise school, regional and Department of Education (DoE) resources to address staff-identified needs and concerns regarding communication, morale, and wellbeing to foster understanding and build commitment to the pursuit of agreed goals for school improvement.

Domain 3: A culture that promotes learning

Collaboratively develop consistent school-wide systems and processes to support student behaviour and quality assure their full implementation to assist in maintaining a safe and respectful learning environment.

Domain 1: An explicit improvement agenda

Develop a coordinated and systematic approach to school improvement, leading to clarity of purpose, precision of practice, enhanced collaboration, and improved student outcomes.

Domain 6: Systematic curriculum delivery

Establish mechanisms to independently monitor curriculum alignment and endorse assessment tasks across learning areas in Years 7 to 10 to support precision in the successful implementation of the Australian Curriculum (AC).

Domain 1: An explicit improvement agenda

Enhance the instructional leadership skills of all members of the Senior Leadership Team (SLT), leading to consistency of curriculum delivery, rigorous monitoring of performance, and supportive evaluation of pedagogy.

Domain 2: Analysis and discussion of data

Develop a culture of data-driven improvement by establishing clear targets which cascade from the strategic plan to the Annual Implementation Plan (AIP), faculty plans, and individual classroom plans for measuring student growth.