

Kelvin Grove State College

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Kelvin Grove State College** from **29 May to 1 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Leon Proud	Peer reviewer
Catherine Pfingst	Peer reviewer
Stephen Bobby	Peer reviewer
Trevor Gordon	External reviewer



1.2 School context

Location:	L'Estrange Terrace, Kelvin Grove
Education region:	Metropolitan Region
Year opened:	1963
Year levels:	Prep to Year 12
Enrolment:	2 805
Indigenous enrolment percentage:	1.3 per cent
Students with disability enrolment percentage:	12 per cent - Nationally Consistent Collection of Data (NCDD) 3.2 per cent under verification
Index of Community Socio-Educational Advantage (ICSEA) value:	1123
Year principal appointed:	2017
Full-time equivalent staff:	187.5
Significant partner schools:	Wilston State School, Milton State School, West End State School, Ascot State School, Windsor State School, New Farm State School
Significant community partnerships:	Queensland Ballet, Fishburners, Brisbane Roar, Tennis Queensland, Golf Queensland, Michael Dalglish Physiotherapist, Dr Phil Jauncey (Performance Psychologist), Michelle Bridges, Queensland University of Technology (QUT) - Engineering, Creative Industries, Kelvin Grove Teacher Education Centre of Excellence (KGTECE), Art and Design, University of Queensland (UQ), Arup Engineering, Manufacturing and Gateway Schools
Significant school programs:	Queensland Ballet Senior Program, Dance Excellence, Track Dance, Engineering Technology School of Excellence, Instrumental Music, Art and Design School of Excellence, Sports Excellence, Academic Achievers



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive Principal, three principals, 116 teachers, seven pre-service teachers, four relief teachers, seven administration officers, 22 teacher aides, three lab technicians, business operations manager, Business Services Manager (BSM), school council representative, three Parents and Citizens' Association (P&C) representatives, 18 parents, tuckshop convenor, facilities manager and 160 students.

Community and business groups:

- School-based police officer, school nurse, chaplain, defence transition mentor, Outside School Hours Care (OSHC) coordinator and Track Dance coordinator.

Partner schools and other educational providers:

- West End State School, Wilston State School, Ascot State School and Queensland Ballet.

Government and departmental representatives:

- Local councillor Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2017)	School Data Profile (2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Curriculum, assessment and reporting framework	Responsible Behaviour Plan



2. Executive summary

2.1 Key findings

The tone of the college is caring, supportive and responsive with a strong sense of community.

The '*Kelvin Grove State College Values*' program is strongly embedded across the college with artefacts displayed in classrooms and around the college. Students are able to articulate the college's values and how they enhance the learning environment. Students are able to clearly express these values and identify with the central theme of happiness.

The college is united and committed to improving learning outcomes for all students from Prep to Year 12.

The college enjoys an excellent reputation for high quality education in the broader community. Parents express a high degree of confidence and trust in the college leadership and teaching staff members. The college leadership team recognizes the importance of an effective pastoral care program to ensure support and care for all students in aspiring to 'being better individually'.

College leaders are committed to continuous improvement in teaching practices throughout the college.

College leaders have worked collaboratively with the teaching staff, through a committee structure, to develop a whole-school pedagogical framework. Gradual Release of Responsibility (GRR) is being implemented and teaching staff members are supportive of the new pedagogical focus and are active in its implementation. Teaching staff members express a desire for the program to become a long-term feature of teaching and learning at the college.

There is a strong and optimistic commitment by all staff members to the college's improvement strategy.

The college leadership team and college council have established a narrow Explicit Improvement Agenda (EIA) in pedagogy, instructional leadership and peer mentoring. Whole-school targets are set. Teachers and leaders across the college articulate a range of responses regarding the use of college targets to inform classroom practice.

The college currently differentiates on a structural level using different ability groupings and through a range of specialist programs and schools of excellence.

Teachers are working to understand where their students are at in their learning to identify starting points for teaching and learning. A consistent, whole of college protocol for the practice of differentiation and for the evidence of proposed differentiation in planning documents is not yet apparent.



A structured, well organised peer mentoring program has been introduced to assist teachers to develop and enhance their pedagogical skills and to build a collegial culture of collaborative inquiry.

Teachers express strong support for the continuation and further development of the program. Teachers state that the feedback they receive is positive and motivational. Some teachers are yet to be able to describe changes they have made to their teaching practices as a result of the feedback.

There is evidence of best practice in a number of faculties where assessment tasks provide clarity for depth of understanding for students to achieve at each level.

Students report that feedback regarding their work is variable and in some cases the criteria sheets do not yet provide specificity regarding what is explicitly required to improve achievement. A consistent approach to criteria-based assessment processes that clarify task-specific expectations is not yet apparent.

The college has a broad range of partnership arrangements with other education and training institutions, local and national businesses and community organisations to improve student engagement and outcomes.

The college places a high priority on these partnerships and contributes significant financial and human resources to ensure these are created and nurtured. Memorandums of Understanding (MOU) are established to ensure agreement and expectations are clearly articulated for maximum outcomes.



2.2 Key improvement strategies

Develop a clear understanding by teachers as to their roles in achieving college targets with consistent instructional feedback by leaders.

Build the model of identifying, applying and documenting differentiation strategies used in the junior school through the middle and senior schools in a manner that considers the different teacher-student ratios across the college.

Develop protocols to support the feedback processes linked to the peer mentoring program that includes coaching skills and processes to stimulate reflection.

Review the use of criteria sheets to ensure the dual purposes of guiding teachers in their judgments regarding standards, and providing clarity and consistency to students about what they are expected to learn and how they can improve their achievement level, are addressed.