Kawana Waters State College

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kawana Waters State College** from **24 to 27 July 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 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

Alan Sampson	Internal reviewer, SIU (review chair)
Stephen Auer	Peer reviewer
Dean Russell	Peer Reviewer
Raelene Fysh	External reviewer

1.2 School context

Location:	Sportsmans Parade, Bokarina
Education region:	North Coast Region
Year opened:	2006
Year levels:	Prep to Year 12
Enrolment:	1601
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1003
Year principal appointed:	2015
Full-time equivalent staff:	107.5
Significant partner schools:	Buddina State School, Currimundi State School, Caloundra State High School
Significant community partnerships:	University of the Sunshine Coast (USC), Sunshine Coast Regional Council, Queensland Academies, International School Program, Sunshine Coast Trade Training Centre, Sunshine Coast Stadium
Significant school programs:	Programs of Excellence – Academic Curriculum Excellence (ACE), Aquatics, Arts Excellence Program, Football, Health Gateway (Health Education Unit), Young Academics Program (YAP)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two heads of school, four deputy principals, Parents and Citizens' Association (P&C) president, school council chair, 152 students, five teacher aides, two Business Managers (BM), three administration officers, hospital teacher, two canteen convenors, 12 parents, business and marketing manager, community education councillor, three guidance officers, school officer, cleaner, and 79 teachers.

Community and business groups:

- Manager of Best Western Plus Hotel.

Partner schools and other educational providers:

- Principal of Buddina State School and principal of Caloundra State High School.

Government and departmental representatives:

- State Member for Kawana, Local Councillor for Division 3 Sunshine Coast Council, and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2017-2020
Headline Indicators (2016)	School Data Profile (2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	High Reliability Schools Framework
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Staff members commend the cooperative and supportive staff and student culture within the college.

The staff of the college demonstrates an understanding of the importance of positive and caring relationships to successful learning, and work actively to build partnerships with students, parents and the community. Students and teachers speak highly of the ability to continue with the same pastoral care class from Year 7 to Year 12. Students predominantly speak highly of the quality of teaching across the college.

College signature Programs of Excellence are commended by the college community as a point of difference, highlighting the college brand.

The college Programs of Excellence include Academic Curriculum Extension (ACE), Football, Aquatics, Arts and the new Health Education Unit. The college proactively builds partnerships within the new health business precinct as demonstrated by the establishment of the college Health Education Unit and the Sunshine Coast University Hospital (SCUH) school.

The college leadership team and School Council have established an improvement agenda in quality learning, collective capacity, and enjoyment and celebration.

Most teachers refer to guaranteed and viable curriculum (GVC) as the college priority. Explicit whole-college targets are set and communicated to staff members. Conversations with teachers across the college identify varied responses regarding the 2017 improvement agenda. The development and alignment of classroom targets to college targets and the monitoring of progress are not yet consistent.

The college has developed a consistent approach to a number of programs including the Student Support Wellbeing Program, LOTE (Language Other Than English) and the Arts.

Some leaders, teachers and parents articulate there is a need to build the whole of college culture ensuring a stronger alignment of practices and standards between the primary and secondary campuses.

The tone of the college reflects a college-wide commitment to purposeful, successful learning.

Teachers predominantly have high expectations for students and build relationships to foster this ethos. A consistent culture of high expectations expressed by all teachers for all students across the college is developing.

The college has documented a range of reflective practices to support the sharing and building of exemplary teacher practice.

Most teachers are receptive to the sharing and critique of each other's teaching practices. Reflective practices are designed to build this process. There is little evidence of coaching across the college. Walkthroughs are not yet consistent, or yet to begin, with the alignment to targets and strategies not yet apparent. Some staff members and leaders identify the need for instructional leadership. All staff members discuss their work performance in an exemplary formal process, aligned to pedagogy, with their line manager. An explicit feedback cycle to measure the impact of professional learning on teaching practice is yet to be developed.

Explicit structural differentiation for high achieving, sporting and cultural secondary students exists.

Some teachers identify student data as a tool to modify practice to address the learning needs of individual students and student groups. There is as yet a limited range of differentiation strategies informed by this data. The data accessed and the strategies utilised vary across the college, and across the teaching staff within faculties and campuses.

The college leadership team has developed a targeted approach in improving community partnerships and college identity.

The college continues working with existing and potential community partners based on their capacity to contribute to improved student achievement and wellbeing. Deliberate and strategic use is made of the increasing partnerships with local businesses and community and training organisations, other educational institutions and families, to access resources, training, sponsorships and in-kind support for the purpose of improving student outcomes.

2.2 Key improvement strategies

Develop an explicit alignment of processes and practices across Prep to Year 12 to ensure consistency of culture, planning and feedback in connection to priorities.

Build the capacity of leaders and Heads of Department (HOD) to provide quality instructional leadership to embed the articulated reflective practices, to ensure quality feedback in regards to curriculum and pedagogical practices.

Design a robust college-wide process that enables teachers to analyse data at specified timelines, determine student needs, and record and enact specific strategies for differentiation.

Develop classroom targets in-line with college targets, ensuring an aligned, explicit and consistent process of instructional leadership and feedback.

Continue to develop the high expectations culture and aligned practices to ensure all students are expected to learn successfully, in their own ways and at their own pace.