

# Kawana Waters State College

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Kawana Waters State College** from **30 August to 2 September 2021**.

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

### 1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Ashley Roediger	Peer reviewer
Bert Barbe	External reviewer
Raelene Fysh	External reviewer



## 1.2 School context

<b>Location:</b>	Sportsmans Parade, Bokarina	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Prep to Year 12	
<b>Enrolment:</b>	1903	
<b>Indigenous enrolment percentage:</b>	6 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	21 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1022	
<b>Year principal appointed:</b>	April 2021 – acting	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two heads of campus, five deputy principals, deputy principal–inclusion, 13 Heads of Department (HOD), two guidance officers, 13 teachers – primary campus, 44 teachers – secondary campus, two Business Managers (BM), 17 teacher aides, eight administration officers, Community Education Counsellor (CEC), two schools officers–facilities and grounds, canteen convenor, five cleaners, 19 parents and 92 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice president, school council chair, religious education program volunteer, Story Dogs representative, Mercure Kawana Waters representative, two Uniting Church representatives, Helping Hands representative and Kawana Waters Care aged care centre representative.

Partner schools and other educational providers:

- Talara Primary College principal, Currimundi State School deputy principal, Sunshine Coast Trade Training Centre (TTC) representative, Green Beginnings Child Centres representative and University of the Sunshine Coast (USC) representative.

Government and departmental representatives:

- Councillor Sunshine Coast Regional Council, State Member for Kawana and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Online Reporting Dashboard
Investing for Success 2021	College budget overview
OneSchool	Curriculum planning documents
Professional learning plan	Headline Indicators (October 2020 release)
School pedagogical framework	College newsletters and website
College data plan	Student Code of Conduct
School Opinion Survey	Professional development plans
Strategic Plan 2017-2020	School Data Profile (Semester 1 2021)
School based curriculum, assessment and reporting framework	





## 2. Executive summary

### 2.1 Key findings

**The college is a Prep to Year 12 Independent Public School (IPS) that opened in 2006 and is comprised of a primary and a secondary campus.**

The college enjoys a strong reputation for quality academic outcomes, capable teachers and high profile learning programs. Community leaders speak highly of the college's image in the wider community. Staff members are committed to providing a quality public education for all students.

**The welcoming nature of the college community is exemplified by the positive, inclusive and caring relationships between students, staff, parents and volunteers.**

Staff members recognise the importance of positive and caring relationships to achieve successful learning. They commit to building mutual respect with students and their families. Staff members take pride in accepting, supporting, and encouraging the learning and social and emotional development of all students who come to the college. Students, parents, and members of the wider community speak positively of the college learning culture.

**The college has an explicit, coherent, sequenced plan of curriculum delivery across all year levels that makes clear what will be taught and how students learn.**

Staff members acknowledge their collective responsibility for curriculum development and implementation. The importance of providing engaging and locally relevant curriculum is identified by teachers. Students articulate high levels of satisfaction with the choices and opportunities afforded them by college staff. The college's excellence and signature programs, including Academic Curriculum Extension (ACE), football, aquatics, the Arts, health education and Young Academics Program (YAP) are highly valued by students and parents alike.

**Executive leaders are committed to implementing the Australian Curriculum (AC) with fidelity.**

On the primary campus, teachers describe significant attention being paid to a guaranteed and viable curriculum (GVC) over the past few years. Primary leaders are implementing systematic processes to quality assure the enactment of the AC in classrooms. On the secondary campus, teachers reference year/band plans and unit plans and describe the ready availability of resources. They acknowledge the support and guidance provided by their respective Heads of Department (HOD) and colleagues, particularly ensuring that learning in Years 7 to 10 is aligned to the AC.

**The executive principal and college leaders express a belief that quality teaching in every classroom is of critical importance to improving student learning.**

A commitment to providing staff with opportunities to further their growth and development is apparent through a published professional learning plan that is research-based and data-informed, targeting areas of greatest need. Leaders and staff members deliver Professional

Development (PD) in staff meetings, extended PD sessions, learning lounges, and faculty meetings. Leaders indicate that 14 teachers are trained as profilers.

**The importance of P-12 connectedness is recognised by all members of the leadership team.**

A number of Professional Learning Teams (PLT) are established at the college, with representatives from the two campuses. These include inclusion, and teaching and learning. Many staff members across the college articulate a perception that the college is in fact, two distinct schools.

**The college's Explicit Improvement Agenda (EIA) is centred on the three pillars of quality learning, collective capacity, and celebration.**

The EIA for 2021 is inclusive practices and engagement, moderation and feedback, senior success, intentional collaboration, strong sustainable partnerships, and celebration of achievement. Knowledge of the EIA and associated targets varies. Some staff members articulate a desire for clarity regarding areas for particular improvement and their specific roles in achieving the EIA.

**College leaders articulate the belief that highly effective teaching drives improved student learning.**

The college has a documented pedagogical framework, the Kawana Waters Art and Science of Teaching (KWASoT) that is underpinned by a strong research base. Teachers acknowledge the value of a continuing focus on teaching practice to improve engagement and learning outcomes for students. A level of consistent practice and routines across all college classrooms is yet to be identified by many students. Teachers describe varying levels of familiarity with the 43 elements and 10 design questions associated with KWASoT.

**College leaders are committed to collegial engagement and collaboration to further develop effective pedagogical practices.**

Leaders express the importance of maximising student learning through developing expert teaching teams. Practices include de-privatising practice, increasing levels of professional dialogue, and building teacher capacity. The implementation of agreed collegial engagement practices provides opportunities for a consistent approach to the pedagogical implementation process. Quality Assurance (QA) measures by leaders to ensure consistency of practice are yet to be clear.

**College leaders recognise the importance of accurate and timely student data in driving the college improvement agenda.**

Leaders have introduced systems to routinely analyse and discuss academic, attendance, behaviour and wellbeing data at whole-college, faculty and year level/PLT meetings. On the primary campus, year level PLTs including specialist teachers meet weekly to monitor formative student data, discuss and update student proficiency scales, and jointly consider specific strategies to support further learning for individual students. In junior secondary, HODs meet weekly with faculty teachers to discuss formative and summative data and



differentiation strategies. The use of proficiency scales varies across faculties. College leaders comment that there has been ongoing deliberation with regional personnel regarding the appropriateness of proficiency scales in secondary.

**College leaders articulate clear expectations for teachers to tailor their teaching to the range of student needs and readiness.**

Staff members express a commitment to doing whatever it takes for every student to be successful in their learning. Many staff members refer to sourcing motivating approaches to further engage students in their learning. The college has recently established an inclusion PLT bringing together the learning enhancement, learning centre and Student Support Services Teams (SSST) on the secondary campus to develop a 12-month inclusion action plan.

**The college has established partnerships to assist in developing life-long learners who make a positive contribution to a global society.**

Valued partnerships have been established with parents, support agencies, tertiary institutions and local businesses and industries. Parents, students, staff, community members and industry representatives express a strong sense of pride and belonging to the college. The college has taken steps to ensure that it is the college of choice for families living in, or moving into, the local area.





## 2.2 Key improvement strategies

Further develop whole of college beliefs, systems and processes to support a distinctive and efficacious P-12 ethos and identity.

Refine the EIA to provide clarity for all stakeholders regarding the particular improvements being sought and their particular roles and accountabilities in successfully enacting the EIA.

Collaboratively develop and communicate expected pedagogical practices and routines for all classrooms P-12.

Support leaders to systematically enact the collegial engagement framework leading to specific feedback to teachers on their use of agreed signature strategies.

Collaboratively identify and systematically enact appropriate measures to routinely monitor student learning growth across secondary subjects.