

Kingston 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 **Kingston State College** from **16 to 18 March 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to EIB and region within six weeks of the school receiving the report.

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

1.1 Review team

Wayne Troyahn	Internal reviewer, EIB (review chair)
Heather Murry	Peer reviewer
Paul Pengelly	Peer reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	Bega Road, Kingston	
Education region:	South East Region	
Year levels:	Year 7 to Year 12	
Enrolment:	988 – 800 full-time, 188 part-time in alternative campus	
Indigenous enrolment percentage:	14.6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12.8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	33.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	922	
Year principal appointed:	2007	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, eight Heads of Department (HOD), two guidance officers, Support Teacher Literacy and Numeracy (STLaN), 28 teachers, Business Manager (BM), two office staff, five teacher aides, two learning centre teacher aides, student support team, Clarity Leading Learning Collaborative (LLC) team, transition pathways officer, literacy Lead Teacher (LT), Science, Technology, Engineering and Mathematics (STEM) coordinator, house coordinator, student council coordinator, scientific assistant, attendance officer, Community Education Counsellor (CEC), Indigenous teacher aide, Youth Support Coordinator (YSC), Trade Training Centre (TTC) coordinator, Parents and Citizens Association (P&C) president and member, 14 parents, two Indigenous school captains, 10 student leaders, four student council members and 33 students.

Community and business groups:

- Australian Business Community Network (ABCN), Smith Family, Queensland Minerals and Energy Academy (QMEA) and Civil Geotechnical Consultants (CGC).

Partner schools and other educational providers:

- Crestmead State School principal, Kingston State School principal and Beenleigh State High School principal.

Government and departmental representatives:

- State Member for Woodridge, Deputy Mayor Logan City Council and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School budget overview
Professional Learning Plan 2021	2021 Teacher Journal
School Moderation Practices Outline	Professional Learning Framework
School Pedagogical Framework	School newsletters and website
School data plan	Student Code of Conduct 2021-2024
2019 School Opinion Survey	Headline Indicators (October 2020 release)
2020 Pulse Survey	School improvement targets
Whole School Curriculum, Assessment and Reporting Plan	School Data Profile (May 2020 and October 2020 releases)
Pedagogical Practices Whole School Overview	



2. Executive summary

2.1 Key findings

The college team articulates a united belief in student-centred approaches for all that is undertaken to guide improved student performance.

This belief is epitomised in the college motto '*Progress with Pride*' and the vision '*Nothing left to chance*'. The principal and staff members express a common belief that education is the base for guiding young people to develop their future lives. The principal and key leaders drive school improvement based on an analysis of data.

A relentless focus on the development of a positive culture exists throughout the college.

Students speak positively of the college and the opportunities provided. They display a sense of belonging to the college community and speak highly of staff members and the interest shown in their wellbeing and learning. The college recognises the importance of developing strong supportive relationships between parents and caregivers, staff members and students. Parents and families speak highly of the college and express their appreciation for the open communication available to them in support of their child.

The current Annual Implementation Plan (AIP) was collaboratively developed after consultation with key stakeholders.

The AIP is aligned with the college's strategic plan. There are four priority focus areas of reading and writing; teacher capacity; whole-school curriculum assessment and reporting; and student wellbeing. Most teachers readily identify the areas in the AIP and indicate their support for the focus areas. Practices and processes to quality assure progress to determine the effective implementation of the AIP are yet to be established. Roles and responsibilities are developed for all school leaders and are aligned to school priorities supporting the distribution of leadership across the college. Many teachers express a desire for clearer communication and increased accountability regarding consistent enactment of college goals and expectations.

The principal, college leaders and staff members are committed to the development of an environment reflective of high expectations and the belief that all students are able to learn.

In 2021, the school is implementing a student wellbeing program in Year 7. Wellbeing lessons are delivered on a fortnightly basis and the responsibility of delivery is rotated through the timetable. This program is informed by anecdotal teaching staff observations and the Australian Curriculum (AC) personal and social capabilities. Some teaching staff and students express a need for a formalised and systematic approach to a whole-college student wellbeing program. Most staff members outline their support for a formalised staff wellbeing program enhancing staff morale.



College leaders express the belief that highly effective teaching is essential for improving student learning.

The college has a unique set of pedagogical practices based on a series of research-based models. Most teachers speak confidently regarding the pedagogical practices that they utilise. Some Heads of Department (HOD) and teachers articulate that the current framework has been in the college for some time. Other teaching staff express the belief that there is a lack of consistency in implementing more recent approaches across the school. Some teachers express a degree of concern regarding the wide range of practices they are required to enact.

The college promotes the use of differentiated teaching.

Differentiation is implemented as a strategy to assist in ensuring that every student's learning needs are met. Teaching staff recognise that some students require significant adjustment to their learning programs to maximise their engagement at school and the resultant improved learning outcomes. Some teaching staff indicate their level of capability in utilising high-yield strategies to differentiate for the full range of students varies.

A sequenced plan for curriculum delivery that supports consistent teaching and learning expectations is developed.

Teachers and leaders describe a collaborative approach to curriculum planning and delivery across the college. Three levels of planning are developed and include whole college, year level/band plans and unit planning, providing a reference for monitoring learning across the year levels. The documented curriculum includes a strong focus on developing literacy and numeracy. These cross-curriculum priority areas have been a focus throughout the current strategic plan.

There is a strong commitment to developing curriculum that is locally relevant and accessible by all students.

Students have the opportunity to study a range of excellence programs including the Academic Class of Excellence, Music Excellence Academy and Student Athlete Academy. The Kingston Learning Centre additionally delivers a range of general, applied and Vocational Education and Training (VET) subjects for disengaged and 'at risk' students, to re-engage them with learning and align them to quality pathways.

A comprehensive array of partnerships is established, expanding learning opportunities for the full range of students and extending their pathways.

Community, business and education partners speak positively of their interactions with teaching staff and the college leadership team. Parents, students and community members acknowledge the many successes and strengths of the college. They support the ongoing recognition, celebration and publicity of good news stories arising from strategic relationships between partner organisations and the college community.



2.2 Key improvement strategies

Enact Quality Assurance (QA) processes with clear line of sight practices supported by roles, responsibilities and accountabilities for the Executive Leadership Team (ELT) and broader leadership team to ensure consistent college-wide implementation of priorities.

Collaboratively design and embed a whole of college staff and student wellbeing program, referencing the departmental wellbeing framework.

Collaboratively develop agreed signature pedagogical practices for Year 7 to Year 10 and quality assure consistent implementation.

Deepen teaching staff knowledge, understanding and capability in best practice high-yield differentiation practices, to meet the needs of all students, particularly those students who have complex learning and behaviour needs.