

Kingston 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 **Kingston State College** from **7 to 9 August 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

James Baker	Internal reviewer, SIU (review chair)
Sharon Jones	Peer Reviewer
Ross Higgins	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Bega Road, Kingston
Education region:	South East Region
Year opened:	1977
Year levels:	Year 7 to Year 12
Enrolment:	876
Indigenous enrolment percentage:	10.6 per cent
Students with disability enrolment percentage:	10.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	922
Year principal appointed:	2007
Full-time equivalent staff:	79.7
Significant partner schools:	Marsden State High School, Loganlea State High School, Mabel Park State High School, Woodridge State High School, Kingston State School, Burrowes State School, Berrinba East State School, Waterford West State School, Waterford State School, Marsden State School, Crestmead State School
Significant community partnerships:	Australian Business and Community Network (ABCN), Enabling excellence across Logan Albert Beaudesert (ENABLE), University of Queensland (UQ), Griffith University, The Duke of Edinburgh's International Award Australia, Logan City Council, Widening Participation Network group (includes Queensland University of Technology (QUT), Technical and Further Education (TAFE), Coorparoo, Varsity and Eagleby Learning Colleges)
Significant school programs:	Kingston Learning College - Kickstart Program and Fast Track Senior, Trade Training Centre – Furnishings and Construction



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, 52 teachers including Heads of Department (HOD), Business Manager (BM), three administration officers, four cleaners, five teacher aides, youth support coordinator, chaplain, guidance officer, school officer, and 85 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, parents, school council member, tuckshop convenor and assistant.

Partner schools and other educational providers:

- Queensland Minister for Health and State Member for Woodridge, Councillor for Division 2 Logan City Council, principal of Kingston State School, principal of Crestmead State School, and ENABLE regional project officer.

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Kingston State College Numeracy Plan
School improvement targets	Kingston Learning College AIP
Responsible Behaviour Plan	Kingston State College Literacy Plan
School data plan	Collegial Engagement in Classrooms
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School Opinion Survey	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Kingston CCSE Headline Indicators (2016)	School newsletters and website
Kingston State College Excluding CCSE Headline Indicators (2016)	Kingston State College Headline Indicators (2016)
Curriculum, reporting and assessment plan 2017	Kingston Centre for Continuing Secondary Education Data Profile (Semester 1, 2017)
New Executive Structure – Deputy Principal Restructure	Kingston State College Data Profile Excluding CCSE (Semester 1, 2017)
Strategic Plan Kingston Learning College: Excellence in Re-engagement Education	Kingston State College Data Profile (Semester 1, 2017)
Kingston State College Enrichment Program 2017	Kingston State College - Four Year Plan 2014 - 2017



2. Executive summary

2.1 Key findings

Students, staff members and parents identify respectful and supportive relationships as a key strength of the college.

A high priority is given to building and maintaining positive and caring relationships between staff members, students and parents. The college is to be commended for incorporating the Kingston Learning College (KLC) on college premises to offer disengaged youth the opportunity to complete and develop successful transitions beyond the college.

The college leadership team and staff members articulate their belief that reliable data on student outcomes is crucial to the college's improvement agenda.

Executive administration members systematically collate data on student academic, attendance and behavioural outcomes and student wellbeing. Feedback and conferencing between teachers and students across the senior college occurs to ensure 100 per cent attainment of Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). The college is driven by a deep belief that every student is capable of successful learning. A high priority is given to building and maintaining positive and caring relationships between staff members, students and parents.

The college leadership team is committed to driving an Explicit Improvement Agenda (EIA) to improve the learning outcomes of all students in the school.

This commitment is supported by staff members who strive to deliver the college's vision of *'Nothing Left To Chance'* through personalised learning, clear performance expectations, best teaching and learning, and capacity building. The college's mantra is *'All students can achieve and succeed'*. Strong leadership by college leaders to successfully deliver the EIA is a priority.

Teaching staff members are committed to supporting students' learning and possess considerable experience and a range of expertise in the fields in which they teach.

The college leadership team views the development of staff members into an expert college-wide teaching team as central to improving outcomes for all students. Most teachers indicate they would welcome more focused and timely feedback regarding their teaching and express a desire to engage in continuous improvement of their own teaching.

The college places a priority on constructing learning experiences that are accessible and engaging for all students including those with identified needs.

The leadership team and teaching staff members emphasise the need to construct learning experiences appropriate for the diverse student body. The provision of an explicit, coherent, sequenced plan for curriculum delivery that makes clear what and when teachers should teach and students should learn is a college priority.



A core belief that all students are capable of achieving successful learning outcomes exists.

Teaching practices across the college acknowledge that all students are capable of learning successfully if motivated and given appropriate learning opportunities, and necessary support. Classroom teachers place a high priority on identifying and addressing the learning needs of individual students. The college is yet to develop a classroom data culture that is able to form the foundation for college-wide differentiated teaching and learning.

College leaders have taken specific action in 2017 to drive improvements and consistency in pedagogical practices through the reinvigoration of Marzano's¹ Art and Science of Teaching (ASoT) pedagogical framework.

Staff member use of learning goals and success criteria is apparent in the majority of classes. Training for teachers in ASoT occurs for all staff members through presentations by a Marzano Institute coach at staff meetings and twilight sessions during 2017. The college is yet to develop clear criteria to monitor and evaluate the extent to which ASoT is delivering improvement in student learning.

The college connects with the community through a range of events.

These events include multicultural events and performing arts presentations. The local and state government members comment that the college is well regarded by the local community and that they are welcomed to significant college events.

Deliberate and strategic use is made of the increasing number of partnerships with local businesses, the community, training organisations, other educational institutions and families, to access resources, training, and sponsorships for the purpose of improving student outcomes.

The college continues working with existing and potential community partners based on their capacity to contribute to improved student achievement and wellbeing. There is an authenticity to the partnerships in terms of the benefits for all stakeholders through the longevity of these networks.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd.



2.2 Key improvement strategies

Clarify and assign the roles and responsibilities of executive administration leaders and middle managers to ensure instructional leadership of college priorities.

Develop a whole-college curriculum and assessment plan to ensure that all students are engaged and challenged.

Establish a process to monitor and evaluate the impact of the ASoT framework on student learning and engagement.

Develop the capacity of staff members to differentiate teaching and learning at a classroom level.

Formalise a whole-college approach to coaching and mentoring that engages all staff members.