Kennedy State School

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Kennedy State School** from **20** to **22 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. It also contains improvement strategies for the region, school community and school to collaboratively consider and respond to.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans. Italics indicate findings linked to evidence from school partners with a focus on the broader context of the school community.
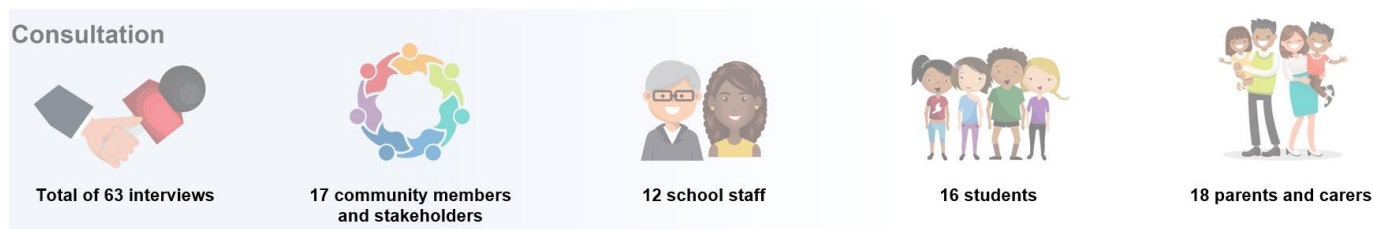
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Stephen Bobby	Senior Reviewer, SRR (review chair)
Anthony Palmer	Senior Reviewer
Carolyn Kemp	Senior Project Officer – FNQ Regional Services

1.3 Contributing stakeholders

Consultation

Total of 63 interviews 17 community members and stakeholders 12 school staff 16 students 18 parents and carers

1.4 School context

Indigenous land name:	Girramay We acknowledge the shared lands of the Girramay people.
Education region:	Far North Queensland Region
Year levels:	Year Prep to Year 6
Enrolment:	30 students
Indigenous enrolment percentage:	65%
Students with disability percentage:	40%
Index of Community Socio-Educational Advantage (ICSEA) value:	767

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27** to **28 November 2018**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 915 and the school enrolment was 14 with an Indigenous enrolment of 43% and a student with disability enrolment of 14%.

The key improvement strategies recommended in the review are listed below.

- Maintain the focus on known elements of the Explicit Improvement Agenda (EIA) and collaboratively identify potential next steps and current areas for greater precision. (Domain 1)

- Collaboratively develop whole-school feedback protocols that will provide regular and timely feedback to students making clear what actions they are able to take to make further learning progress. (Domain 8)

- Implement a process for coaching, mentoring and providing systematic, formal and informal feedback to all staff members to build capacity aligned to the school's improvement agenda. (Domain 5)

- Continue to provide time for the interrogation of systemic and school-based achievement data to generate starting points for learning that will support the continuous improvement of individual student outcomes. (Domain 2)

- Investigate strategies to enhance the greater community knowledge of the benefits offered by the school as a highly viable option for primary-aged students. (Domain 9)

2. Executive summary

2.1 Key affirmations

Staff view that all children are 'welcome and wanted' at the school.

A mantra of doing 'whatever it takes' to support all students to realise their potential is described by the principal and staff. Parents and community express appreciation for the fact staff regularly go 'above and beyond' to address the individual learning and wellbeing needs of all students. Staff at the school work tirelessly, within the school gate and beyond, to address vulnerabilities and remove barriers to ensure students and families receive access to the support and services they need. Collective responses to the successes and challenges uncovered are embraced by all as 'our' work.

A culture of belonging, community, partnerships and trust are clearly apparent across the school.

The principal is a visible leader of this culture and has led the creation of a welcoming and supportive community. Staff speak openly of the deep and shared belief that every student is capable of learning and experiencing success. Many conversations with school community members echo pride in the school and treasure its open and friendly culture. Students articulate a deep affection for their teachers and their school, and share that the staff are supportive, approachable and caring. The tone of the school is positive with all members of the school community showing an obvious sense of pride and belonging to the school. Staff express the belief that the current team mix is the strongest and 'best' it has ever been. Students and staff openly comment that we 'love our school'. All staff openly express that they 'love' coming to work.

The individual and personalised approach of the school is highly valued by parents.

All staff speak proudly of the school and share a strong commitment to providing a learning environment where all students are able to realise their potential. Parents comment that the strong community atmosphere and the supportiveness of staff are key features of the school. Students refer to the many learning opportunities in the school and how the staff are always there to support them. The vision of school staff for students aligns with community voice and outlook that all students should feel welcomed, cared for and challenged in learning. Parents speak positively of the efforts of staff to support and respond to students' needs and abilities. They appreciate the individualised and personalised approach taken towards wellbeing and learning, from students requiring intervention and support, to students receiving extension. Parents appreciate the ways staff ensure all students are able to access, participate in, be challenged by, and achieve success in their learning.

Community members and staff acknowledge the school as often doing the 'heavy lifting' in initiating partnership and maintaining relationships.

Staff and parents articulate the importance of building and maintaining strong connections that support learning and wellbeing. The principal and P&C executive have a close working relationship and promote similar student-centred views in the community. The school has established partnerships to provide a wide range of health supports. The principal acknowledges the support of a variety of local businesses that provide donations that facilitate the operation of breakfast and lunch programs, and the provision of uniforms, books and emergency support for families. A strong partnership with a local bus company, and the school-funded additional school bus service leg, provides the opportunity to maximise student attendance.

2.2 Key improvement strategies

Domain 8: Effective pedagogical practices

Develop emerging visible learning approaches and practices to strengthen staff capability and confidence in building mechanisms for students to understand and improve in their learning.

Domain 7: Differentiated teaching and learning

Embed complex-case management processes to ensure staff understanding and ownership for the timely implementation of support and interventions for students.

Domain 6: Systematic curriculum delivery

[1]*Collaboratively develop and enact, through continued connection and work with regional staff and Girramay Elders, a Girramay Language and Culture program to provide all students the opportunity to engage with and learn Girramay Language and Culture. [Partnership/community improvement strategy]*

Domain 5: An expert teaching team

Collaboratively develop a Collegial Engagement Framework (CEF), including a range of formal and informal structures, to provide all staff with feedback, modelling and mentoring opportunities to strengthen their capability.

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[1] *Italics indicate findings linked to evidence from the broader contextual and community focus of the review.*