School Improvement Unit
Report

Kin Kora State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Kin Kora State School from 17 to 19 August 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Hibiscus Avenue, Kin Kora
Education region:	Central Queensland
The school opened in:	1982
Year levels:	Prep to Year 6
Current school enrolment:	875
Indigenous enrolments:	12 per cent
Students with disability enrolments:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	971
Year principal appointed:	Term 4, 2014 (Acting)
Number of teachers:	35
Nearby schools:	Clinton State School, Gladstone West State School, Gladstone South State School, Gladstone Central State School, Toolooa State High School, Gladstone State High School
Significant community partnerships:	Gladstone Tutorial Centre, Bunnings, Parent and Community Education (PACE) Homework group, Nhulundu Health, Toolooa State High School
Unique school programs:	

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    - Principal and two Deputy Principals

    - Head of Special Education Services (HOSES) and Head of Curriculum (HOC)

    - Two Support Teachers Literacy and Numeracy (STLaN), literacy coach, master teacher and literacy development teacher

    - 36 classroom teachers, three specialist teachers, non-contact time teacher and two teacher-aides

    - Business Services Manager (BSM) and two administration officers

    - Schools officer and two crossing supervisors

    - Four student leaders and 13 students

    - Parents and Citizens (P&C) Association president, three P&C representatives, 17 parents and tuckshop convenor

    - Representatives from two feeder high school and three early childhood providers

1.4 Review team

Bert Barbe	Internal Reviewer, SIU (review chair)
Frank Schoonderbeek	External Reviewer
Stephen Bobby	Peer Reviewer

2. Executive summary

2.1 Key findings

- There is a strong community and collegial tone in the school.

  Parents, staff and students have high opinions of the positive school culture. This is shown by the School Opinion Survey responses and by the responses of all interviewees.

- A sharp narrow focus on improved student achievement is expressed by all staff in the areas of writing and reading.

  All staff clearly express an understanding that reading and writing are the main focus areas for improvement. There is a strong and optimistic commitment by staff to the school improvement strategy and a clear belief that school improvement is possible.

- Teachers have high levels of data literacy.

  Refined processes for analysing and using student data to target learning are evident in all classrooms. Teachers are keen to extend their knowledge of data interpretation to inform teaching.

- The use of digital resources to support teaching and student learning is hindered by the existing wireless infrastructure.

  Wireless connection and download speed limit the full capability of digital learning throughout the school. The principal is actively addressing this issue.

- Teachers share learning with colleagues and participate in and contribute to learning and development initiatives.

  There is a very strong collegial culture of sharing resources and teaching practices to deliver the best outcomes for the students in their classes.

- Staff are aware that the teaching of numeracy is the next step in the improvement agenda.

  The work of the master teacher over the next three year is to establish, define and clearly set out the school's numeracy strategy including how the numeracy curriculum and teaching strategies will be enhanced. Staff are keen to engage with this agenda.

- The strategies used to improve student outcomes in writing have proved highly effective.

  External data shows strong gains in student performance in writing. These gains are more evident among low achieving students. The process implemented that links data analysis identifying what students can do and what students need to do to improve, provides a strong model to replicate for other learning areas. Differentiation for high achieving students is yet to be fully developed.

- Student goal setting is embedded in teaching and learning practices.

  Students have individual learning goals and documentation shows that teachers have a clearly defined plan for students to reach these goals. On interview, individual students could talk about their goals and the strategies they need to focus on to improve.

- There are transition visits to the school by the main feeder early childhood providers to prepare young children in transition to Prep.

  There is joint engagement in the local Early Childhood Teachers' Association meetings. Early childhood centre staff express interest in reciprocal class visits to better align their children to Prep expectations.

2.2 Key improvement strategies

- Develop an overall mathematics improvement plan to ensure continuity as students progress over time.

- Enhance teacher capacity and planning in numeracy through curriculum alignment with the Australian Curriculum.

- Further develop staff capacity to differentiate by collaboratively investigating research models.

- Strengthen partnerships with early childhood providers to transition students in line with the Successful Transitions policy.

- Work with regional technology personnel to address the connectivity issues and promote digital pedagogy.