Kin Kora State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kin Kora State School** from **7** to **9 May 2019**.

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.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Mike Ennis   Internal reviewer, SIU (review chair)

Jeff Capell   Peer reviewer

John Enright   External reviewer

1.2 School context

Location:	Hibiscus Avenue, Kin Kora
Education region:	Central Queensland Region
Year opened:	1982
Year levels:	Prep to Year 6
Enrolment:	783
Indigenous enrolment percentage:	17 per cent
Students with disability enrolment percentage:	5 per cent – Education Adjustment Program (EAP) 12 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Index of Community Socio-Educational Advantage (ICSEA) value:	958
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	45
Significant partner schools:	Toolooa State High School, Gladstone State High School
Significant community partnerships:	Several kindergartens and day care centres acting as feeders – due to flexible early years catchment
Significant school programs:	Chaplaincy, Indigenous mentoring, student mentor program

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Curriculum (HOC), Head of Special Education Services (HOSES), Business Manager (BM), 24 teachers, nine non-teaching staff, Parents and Citizens' Association (P&C) president, 31 parents and 37 students.

Partner schools and other educational providers:

- Director of Crèche and Kindergarten (C&K) Kin Kora Community Kindergarten, principals of Toolooa State High School and Gladstone State High School.

Government and departmental representatives:

- Mayor of Gladstone Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (October, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional Learning Plan 2019	Curriculum planning documents
School improvement targets	School 'know, do, differentiate' table
School pedagogical framework	Inquiry Planners Maths and Reading
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment, reporting and data (CARD) framework	School Curriculum and Pedagogy Handbook

2. Executive summary

2.1 Key findings

The school leadership team has established a strong improvement agenda that supports the school motto of *'Striving for success'*.

School documents clearly detail the focus on reading and Positive Behaviour for Learning (PBL) as the two school improvement priorities, with targets being specified. Staff and parents are aware of the school priorities. The documents reference the school improvement hierarchy and a focus on strategies within expert teaching teams, systematic curriculum delivery and effective pedagogical practices.

The school uses data to inform decisions, interventions and initiatives.

The school Curriculum, Assessment, Reporting and Data (CARD) plan includes expectations for the systematic collection of data. The range of data collected for reading enables effective data analysis through triangulation. Teaching teams use data sets in priority areas. Teachers consistently use the literacy continuum learning walls to inform teaching, learning and individual student learning goals. The use of the literacy continuum is embedded and valued by teaching staff members.

The school has a Responsible Behaviour Plan for Students (RBPS).

The school rules are clearly displayed in all classrooms and around the school. The well-attended PBL committee meetings occur fortnightly and the team has developed a detailed action plan. The committee includes a parent representative. With the changing demographics of the local area many staff members and parents requested a continued focus on maintaining and improving student behaviour. The leadership team will use the scheduled review of the school's RBPS to respond positively and collaboratively to the changing student demographics.

The school's 'Student Support Policy and Procedures Handbook' outlines processes to support all students.

Individual Curriculum Plans (ICP) are developed collaboratively between parents, specialist teachers and the class teacher. Progress is monitored by the Head of Special Education Services (HOSES) and class teacher. The Diverse Learners Team monitors the ongoing support individual students receive, tracks their learning and wellbeing, and makes recommendations for the distribution of available resources. The leadership team is supportive of enhancing the school model for inclusion to align to system policies and expectations.

The leadership team makes strategic and operational budget decisions to ensure that resource allocations reflect the school priorities.

This is particularly apparent in the alignment of resources to school-wide programs in reading and numeracy. The principal acknowledges the importance of aligning all financial and human resources to systemic and school priorities, and the learning and wellbeing

needs of all students. The principal and leadership team are committed to using collaborative processes to monitor and review all resource allocations to respond to changing demographics and systemic expectations.

The school has a Local Consultative Committee (LCC) endorsed collegial engagement framework.

Many teachers are appreciative of the classroom walkthroughs by school leaders and the opportunities for observation and feedback. Many teachers express a desire for these practices to be enhanced to continue to build their expertise. Many teachers articulate that having school leaders further involved in their classroom, observing and working with students would enhance consistent practices across the school.

All teachers participate in year level curriculum planning sessions with the Heads of Curriculum (HOC) to collaboratively develop units of work.

The literacy continuum is used to identify the literacy demands of the unit and assessment tasks. Individual student goals in reading and mathematics are apparent in classrooms and some teachers communicate these goals to parents. The planning day includes a 'know, do, differentiate' chart whereby teachers highlight a range of appropriate strategies to support students. Some students, parents and teachers indicate that classroom learning could be more challenging for potentially high achieving students. Some teachers believe that a stronger promotion of a learning culture of inquiry and innovation would further engage students in their work.

A staff wellbeing committee is established and meets regularly.

This committee discusses strategies and take actions to improve staff morale. Participation on the staff wellbeing committee is open to all staff members across all work groups. The committee includes the staff social club. Many staff members indicate this is important and valued work going forward.

The school has Professional Learning Communities (PLC) for reading, behaviour and wellbeing.

The PLC and committee structure allows staff to discuss student learning success, their teaching practice and to collaboratively develop strategies to meet identified student needs. The use of the High Performing Teams (HPT) protocols enhances the effectiveness of the meetings. The school is nationally recognised as an HPT foundation school.

Staff, students and parents speak positively of the school culture and learning environment.

Students, parents and teachers interact in a caring and respectful manner. Parents have confidence their child is happy and safe at school. Many students report the best part of the school is their teacher. The school presents as a calm and settled environment.

2.2 Key improvement strategies

Continue the collaborative review of the school's RBPS and PBL processes for greater precision and consistent application to meet the needs of all students.

Collaboratively review the whole-school support framework to enhance inclusion in all classrooms for all students, including students with diverse learning needs and those from priority inclusion groups.

Review the allocation of all school financial and human resources for alignment to the Explicit Improvement Agenda (EIA) and develop flexible processes and programs based on identified needs.

Further develop the school collegial engagement framework to include more regular scheduled observation and feedback, modelling, coaching and mentoring opportunities for all staff.

Develop a whole-school differentiation framework to continue to build teachers' capacity for effective differentiation to engage all students in all classrooms.

Continue an explicit focus on supporting staff wellbeing by monitoring the pace and complexity of change to further enhance staff morale.