Kin Kora 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 **Kin Kora State School** from **26** to **28 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

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.
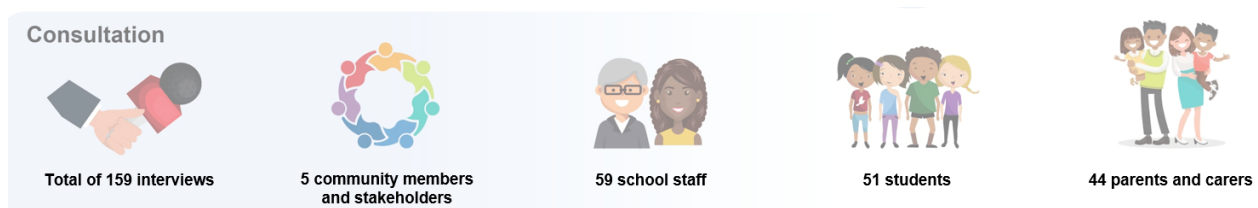
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Bradley Clark	Internal Reviewer, SRR (review chair)
Aminta Miller	Peer Reviewer
Robyn Conlin	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 159 interviews

5 community members and stakeholders

59 school staff

51 students

44 parents and carers

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Bailai Gooreng Gooreng, Gurang and Taribelang Binda nations.
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	784
Indigenous enrolment percentage:	19%
Students with disability percentage:	23%
Index of Community Socio-Educational Advantage (ICSEA) value:	936

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **7** to **9 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 958 and the school enrolment was 783 with an Indigenous enrolment of 17% and a student with disability enrolment of 12%.

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

- Continue the collaborative review of the school's Responsible Behaviour Plan for Students (RBPS) and Positive Behaviour for Learning (PBL) processes for greater precision and consistent application to meet the needs of all students. (Domain 3)

- 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. (Domain 7)

- 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. (Domain 4)

- Further develop the school collegial engagement framework to include more regular scheduled observation and feedback, modelling, coaching and mentoring opportunities for all staff. (Domain 5)

- Develop a whole-school differentiation framework to continue to build teachers' capacity for effective differentiation to engage all students in all classrooms. (Domain 7)

- Continue an explicit focus on supporting staff wellbeing by monitoring the pace and complexity of change to further enhance staff morale. (Domain 3)

2. Executive summary

2.1 Key affirmations

Staff express appreciation for the support and camaraderie that exists across the school.

Staff members cite feeling a sense of the school feeling like a large family in which genuine care and mutual respect is embedded in the culture. Students discuss enjoying coming to school each day. Some students comment that their favourite element of the school is their teacher. Staff outline their own wellbeing is enhanced in the way staff look out for each other and that they are supported personally and professionally by their colleagues. They discuss feeling confident to apply new learnings to their pedagogical practice and demonstrate a willingness to implement new whole-school initiatives. Staff outline that agreed protocols and the connected culture within the school significantly contributes to their wellbeing and job satisfaction.

A strong focus is placed on embedding culture and learning for First Nations students.

A First Nations action plan is currently under development by the First Nations team which is aligned to the Annual Implementation Plan (AIP). The priority focus this term is attendance, and the school has developed a dashboard to track this. The team is analysing curriculum units to ensure Indigenous perspectives are included and embedded. Cultural understanding forms a core component of the work. Creation of the Yarning Circle and collaboration with community Elders has been a feature of the work of the school and is continuing. A Community Education Counsellor (CEC) is employed and they are a valued member of the team, highly respected by students, staff and parents.

A strong transition program is established to ensure they are on track for success.

The school community is proud to have won a State Showcase Award in 2022 for its transition work with the high school. A case management process and targeted intervention planning support for Tier 2 students was collaboratively developed. Cluster primary schools aligned their systems to use the same language and process which has facilitated a smoother transition to secondary school for these students. The high school is now expanding this process to their other feeder primary schools.

Promoting Literacy Development[1] (PLD) is highly regarded and consistently implemented across the school.

Many staff reflect that daily PLD sessions have seen higher levels of student engagement and lower levels of disruptive behaviours. Staff attribute this to a range of factors including lessons having predictable routines, differentiated learning opportunities, targeted learning support from co-teachers, a short and sharp learning focus, and higher levels of student academic success. A dedicated PLD literacy coach supports all staff, including teachers, teacher aides and leaders, to implement PLD across the school. Teachers value the support and accessibility of this role to enhance their growing understanding of PLD. Staff highly value the support, visibility and vulnerability of leaders as they learn alongside staff with this relatively new initiative.

High Performance Teams[2] (HPT) approaches are embedded and form an important part of the school's professional and collegial culture.

The school has engaged with Dr Pete Stebbins and HPT for several years. Pulse data surveys are completed weekly by teams and the data is analysed and discussed at weekly team 'huddles'. The

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[1] PLD. (2020). Resources to improve literacy levels within primary schools. https://pld-literacy.org/
[2] Stebbins, P. (2020). *Dr Pete Stebbins PhD – Leadership | Teams | Transformation.* https://www.drpetestebbins.com

leadership team outlines deliberate actions aimed at sustaining a culture that encourages professional learning, collaboration and team building. According to many staff members, staff meeting times, twilight sessions and weekly cohort huddles reflect the agreed, outlined values and expectations regarding HPT. Staff outline that agreed protocols and the connected culture within the school significantly contributes to their wellbeing and job satisfaction.

2.2 Key improvement strategies

Domain 7: Differentiated teaching and learning

Collaboratively refine current processes to strategically enhance how school support processes align and are enacted across the school to ensure support and intervention is coordinated and positively impacts on student outcomes.

Strategically monitor and review approaches, expectations and ways of working of the co-teacher initiative to maximise the impact of this investment.

Domain 8: Effective pedagogical practices

Collaboratively reflect and progressively scale-up the PLD process to transfer high levels of engagement to other learning areas.

Domain 5: An expert teaching team

Strengthen the capability of all staff to meet the learning, wellbeing and engagement needs of diverse and vulnerable learners through trauma-informed practice.

Domain 3: A culture that promotes learning

Embed Essential Skills for Classroom Management (ESCM) approaches that systematically support student engagement and effective behaviour management to maximise learning time for all students.