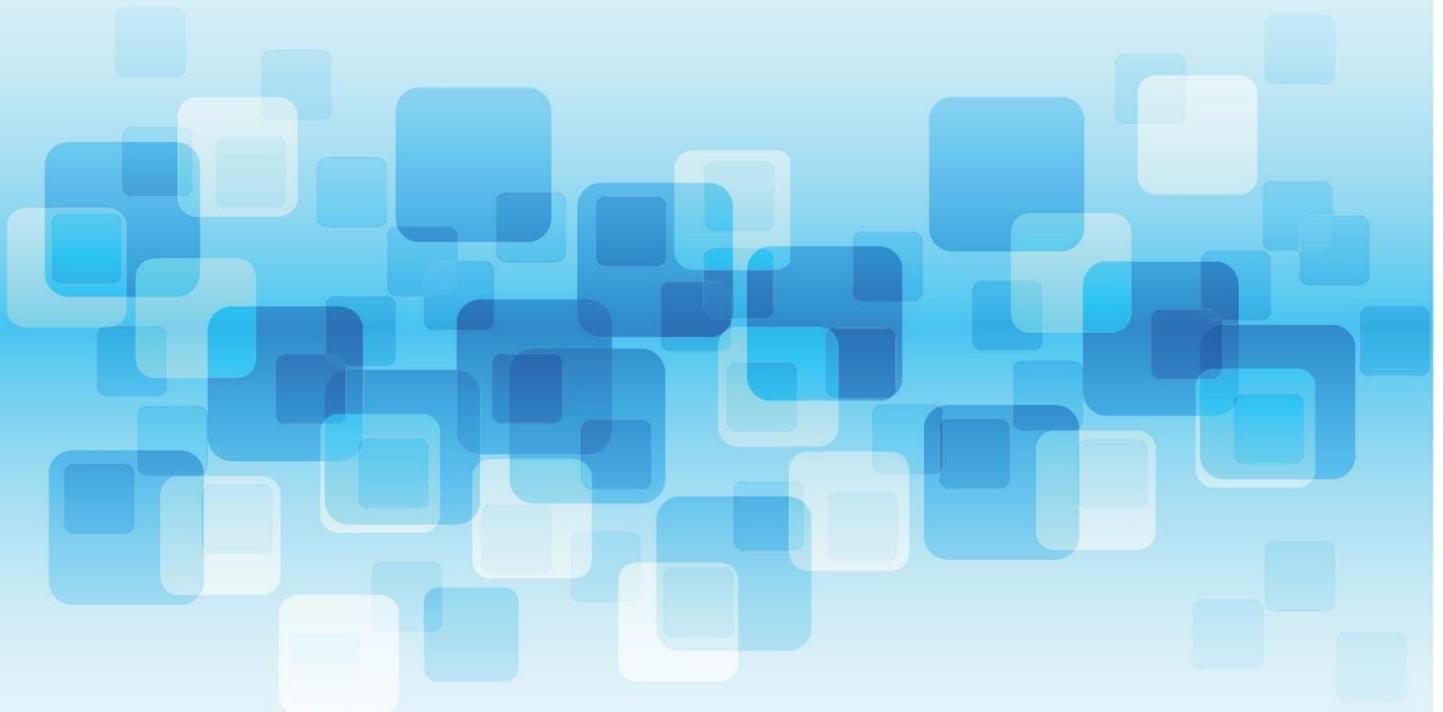




# School Improvement Unit Report

## Kilkivan State School Executive Summary





## 1. Introduction

### 1.1 Background

This report is a product of a review carried out at Kilkivan State School from 17 to 18 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

<b>Location:</b>	6 Council Street, Kilkivan
<b>Education region:</b>	North Coast
<b>The school opened in:</b>	1876
<b>Year levels:</b>	Prep to Year 10
<b>Current school enrolment:</b>	94
<b>Indigenous enrolments:</b>	13.8 per cent
<b>Students with disability enrolments:</b>	9.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	916
<b>Year principal appointed:</b>	2011
<b>Number of teachers:</b>	13
<b>Nearby schools:</b>	Woolooga State School, Goomeri State School
<b>Significant community partnerships:</b>	Local business
<b>Unique school programs:</b>	Human Powered Vehicle Technology Challenge



### 1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Ten teachers from both the primary and secondary sectors
  - Six teacher aides
  - 20 students including school leaders
  - Two administration staff
  - 15 parents including the Parents and Citizens' Association (P&C) president
  - Tuckshop convenor
  - Local business owners
  - Director of Kilkivan Community Kindergarten
  - Schools Adopt a Cop

### 1.4 Review team

Peter Tanzer	Internal reviewer, SIU (review chair)
Beth Bufalino	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school's leadership team have identified the key improvement priorities as being, improvement in writing and spelling, improvement in reading and increasing the number of students in the upper two bands.

The school staff has expressed a strong commitment to improvement for all students, Staff and students report that student improvement is being monitored and this is reflected in gains in school data sets and the National Assessment Program - Literacy and Numeracy (NAPLAN) results.

- The school has a diagnostic assessment schedule which provides an overview of a comprehensive range of assessment tasks from Prep to Year 10.

Within the reading program the school is using multiple data sets to monitor school-wide achievement and progress towards stated targets. The school is yet to develop data that will monitor and inform the improvement strategies relating to writing.

- Student behaviour and learning engagement are of a high standard.

High parent satisfaction levels are evident throughout the school. Both parents and teachers report that home/school relationships are very positive. School communication often references positive student behaviour and successful learning outcomes.

- Teacher expertise is utilised across the school with some teaching staff working across primary and secondary sectors to deliver programs and provide access to specialised resources.

Additional school funds have been used to provide supplementary teacher aide support in the classroom. Teacher aides provide support for small group interventions or the individual support of students with identified learning needs. There are currently limited resources being directed to the identification and extension of high performing students.

- The school has built a professional team of able teachers, including teachers who take an active leadership role beyond the classroom.

At the time of review no formal documented professional learning plan was available. There was however significant evidence that the school has directed resources towards developing teachers' professional knowledge and skills directly related to the school priorities. Teachers and support staff have participated in formal processes related to the Performance Development Framework.



- The school has some plans for curriculum delivery that includes year level and term planning expectations that are being monitored by the leadership team.

A brief curriculum plan is supported by Curriculum into the Classroom (C2C) resources and the school uses an alternative year level approach in the primary sector to address multi-age curriculum delivery. There was limited evidence of a whole-school curriculum plan being used to monitor Australian Curriculum alignment across the school.

- The school supports classroom teachers to identify and address the learning needs of individual students.

Teachers work at understanding where individual students are in their learning to identify starting points for teaching. Teachers monitor the progress of individual students and adjust their teaching in response to the progress that individuals are making. Interventions are in place for students identified as requiring additional support.

- School leaders recognise that highly effective teaching is the key to improving student learning throughout the school and they take a strong leadership role to support teachers understand and use effective teaching methods to maximise student learning.

The school leadership team is familiar with research on effective teaching practices and references the Art and Science of Teaching<sup>1</sup> (ASoT) framework as the guide for teacher instructional development. They establish and communicate clear expectations around the use of effective teaching strategies throughout the school and monitor these through frequent observation and feedback.

- The school builds strong partnerships with the wider community.

There are encouraging connections with local businesses and community organisations to improve opportunities and outcomes for students. The school identifies potential community partners on the basis of their capacity to contribute to improved student achievement and/or wellbeing.

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<sup>1</sup> Marzano, Robert J. 2007, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, Alexandria, VA.



## 2.2 Key improvement strategies

- Develop data sets to monitor and inform the improvement strategies targeting writing.
- Develop school-wide systems that direct additional resources to better cater for the learning needs of high performing students.
- Develop a school Professional Learning Plan that aligns to the school improvement agenda and clearly sets out essential knowledge and skills that will underpin the improvement priorities and individualise the areas of staff development that have been identified.
- Develop a whole-school curriculum plan across all curriculum areas which is clearly aligned to the Australian Curriculum and tracks required assessment and the vertical alignment of curriculum across all year levels. Build opportunities for broad input to enable the delivery of a locally responsive curriculum for students.