

# Kilkivan P-10 State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kilkivan P-10 State School** from **3 to 5 September 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

Peter Grant	Internal reviewer, SIU (review chair)
Christine Dolley	Peer reviewer
Jason Edmondstone	Peer reviewer



## 1.2 School context

<b>Location:</b>	Council Street, Kilkivan
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1876
<b>Year levels:</b>	Prep to Year 10
<b>Enrolment:</b>	119
<b>Indigenous enrolment percentage:</b>	14.5 per cent
<b>Students with disability enrolment percentage:</b>	6.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	936
<b>Year principal appointed:</b>	July 2016
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	11.72
<b>Significant partner schools:</b>	James Nash State High School, Woolooga State School, Childcare and Kindergarten (C&K) Kilkivan Kindergarten Inc.
<b>Significant community partnerships:</b>	Kilkivan Rural Store, Piggy in the Middle, Queensland Police Service (QPS), Kilkivan Stingrays Swimming Club, Cooina Hay and Produce
<b>Significant school programs:</b>	Maths Club, Coding Club, Choir, instrumental music, Push Carts, Human Powered Vehicles (HPV), Solar Boats, C02 Dragsters



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three curriculum leaders, numeracy coach, guidance officer, Head of Special Education Services (HOSES), Business Manager (BM), seven teachers, two cleaners, six teacher aides, schools facility officer, administration officer, 30 students, 22 parents, four Parents and Citizens' Association (P&C) representatives and tuckshop convenor.

Community and business groups:

- Cooinda Hay and Produce, Piggy in the Middle, Kilkivan General Store, Kilkivan Tyre and Rural Supplies and Kilkivan swimming pool manager.

Partner schools and other educational providers:

- Principal of James Nash State High School, principal of Woolooga State School and director of C&K Kilkivan Kindergarten Inc.

Government and departmental representatives:

- Councillor for Gympie Regional Council Division 6, Adopt-a-Cop QPS Kilkivan 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 (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation process
School pedagogical framework	School assessment and data schedule
School curriculum plan	School newsletters, social media and website
School Opinion Survey	Responsible Behaviour Plan for Students
School Gifted and talented policy	School moderation process
School SharePoint platform	The Kilkivan Way document
School based curriculum, assessment and reporting framework	School Data Profile (Semester 1, 2019 – Report card and NAPLAN update)



## 2. Executive summary

### 2.1 Key findings

**The principal and school leaders articulate a strong commitment to improve learning outcomes for all students.**

They have established the school's Explicit Improvement Agenda (EIA) and are united in their efforts to successfully implement the agenda across the school. The school leadership team and staff are committed to working together to improve the quality of teaching across the school. They recognise this is essential to improving student achievement and to address barriers relating to individual and group student achievement.

**The principal and staff have worked hard to develop and maintain a safe, respectful and inclusive learning environment over an extended period of time.**

There is a strong belief that every student is capable of successful learning and further improvement. Staff speak of high levels of collegiality across the school. There is a sense of mutual trust and positivity across the school community. Parents speak highly of the positive and caring nature of staff at the school.

**The school has strategically implemented and resourced key leadership roles within the school to support the implementation of the EIA.**

These roles include three curriculum leaders and a numeracy coach. Clarity of the roles, responsibilities and accountabilities of these leaders is yet to be documented, widely communicated and understood by all stakeholders. The school principal and school leaders are clear in their belief that the continued improvement in learning and outcomes for every student is dependent on highly effective teaching practice in every classroom.

**School leaders remain committed to researching evidence-based teaching strategies that can be implemented to provide a learning environment that supports successful learning and maximised outcomes for all students.**

School leaders are working with other key staff investigating and trialling the inclusion of further high-yield classroom practices with a view to expanding the existing framework. The school principal recognises that this work has prompted the need to review the current pedagogical framework. It is envisaged the implementation of further high-yield strategies will value add to the existing expectations and support the promotion of feedback to students, clear learning intentions, success criteria and associated learning goals.

**Staff and students indicate the principal is a regular visitor to classrooms.**

Students report the principal inquires about their work and where they are at in their learning. Most teachers indicate they welcome the classroom visits by the principal and are open to more formalised observation and feedback processes to support the ongoing development of quality teaching. The leadership team acknowledges the reinvigoration of a formalised observation, feedback and coaching process that reflects current expectations will support



the further development of teachers' capability to enact quality pedagogical practices in their classrooms.

**The school leadership team gives careful consideration to the allocation of resources to maximise student outcomes.**

They deploy staff and resources in ways that meet the learning needs of all students. School leaders understand the needs of students and allocate available resources to meet those needs. The strategic development and resourcing of key leadership roles within the school have occurred to support the implementation of the EIA. Other key roles within the school have also been supported through the allocation of additional time. A systematic process to monitor, review and evaluate the effectiveness of human and financial resource allocations to ensure they are maximising outcomes for all students is yet to be developed.

**Students, parents and staff report a strong sense of belonging to the school.**

Parents feel welcome in the school and indicate they can and do visit their child's classroom. Staff, students, parents and members of the community speak highly of the school, the opportunities it provides and the learning and outcomes it achieves with and for students.

**The school has built strong and mutually beneficial relationships with parents, families and the local community.**

The school is held in high regard by parents and families who report high levels of confidence and support for the school. The principal and staff are perceived as caring and approachable and demonstrate a strong commitment to the school and students. Staff members demonstrate a strong commitment to be transparent with parents and the wider school community with an 'open door' commitment established. Parents are viewed as integral members of the school community.





## 2.2 Key improvement strategies

Collaboratively develop and document the roles, responsibilities and accountabilities of members of the leadership team and key staff in the systematic implementation of the EIA and communicate this to staff, students and parents.

Collaboratively review the pedagogical framework to reflect the school's current expectations for classroom practices to support the inclusion of further high-yield teaching practices.

Collaboratively develop a school-wide process for school leaders and key staff to provide ongoing detailed feedback on teachers' classroom practices.

Develop and systematically monitor, review and evaluate the effectiveness of human and financial resource allocations to ensure they are maximising outcomes for all students.