Kilkivan 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 **Kilkivan State School** from **3** to **5 May 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.
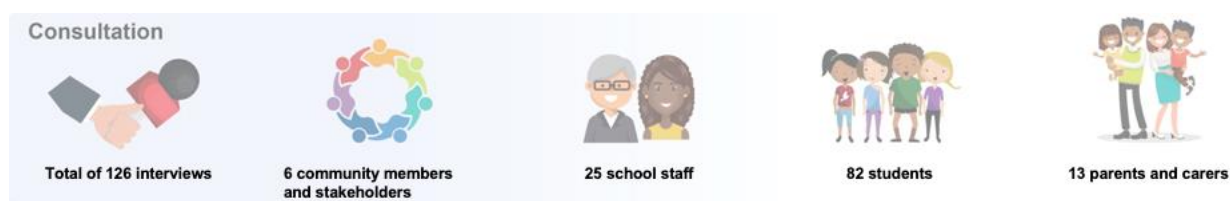
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Linda Knight	Peer Reviewer
Shaun Kanowski	Peer Reviewer

1.3 Contributing stakeholders

Consultation

Total of 126 interviews 6 community members and stakeholders 25 school staff 82 students 13 parents and carers

1.4 School context

First Nations land name:	Gubbi Gubbi
Education region:	North Coast Region
Year levels:	Prep to Year 10
Enrolment:	122
First Nations enrolment percentage:	14%
Students with disability percentage:	16.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	974

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **3** to **5 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 936 and the school enrolment was 119 with a First Nations enrolment of 14.5% and a student with disability enrolment of 6.8%.

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

- Collaboratively develop and document the roles, responsibilities and accountabilities of members of the leadership team and key staff in the systematic implementation of the Explicit Improvement Agenda (EIA) and communicate this to staff, students and parents. (Domain 1)

- 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. (Domain 8)

- Collaboratively develop a school-wide process for school leaders and key staff to provide ongoing detailed feedback on teachers' classroom practices. (Domain 8)

- Develop and systematically monitor, review and evaluate the effectiveness of human and financial resource allocations to ensure they are maximising outcomes for all students. (Domain 4)

2. Executive summary

2.1 Key affirmations

A positive culture built on supportive and caring relationships, is embedded.

A sense of pride, belonging, inclusion and mutual respect is present amongst students, staff, parents and carers, and the wider community. Parents speak positively of the authentic connection the school has with the local community. High expectations for learning and behaviour are set by the principal, reinforced by staff, and are acknowledged by many within the school community. Community members speaks positively of the school, are highly supportive of its strategic direction, and view themselves as partners in learning.

Students and parents express appreciation towards staff for their willingness to be 'champions' for their students.

Students choose their staff champions, describing them as trusted adults who they may speak to when required. Teachers explain that there is a significant focus on ensuring that students' academic data does not regress, and they discuss opportunities to strategise with colleagues to support students' needs as they arise.

There is strong appreciation from students towards learning that is tailored to their interests.

Students speak highly of the engaging opportunities provided to deepen their knowledge in learning areas. Electives such as agricultural studies, extracurricular activities including mechanics and cattle clubs, work experience, and the TAFE Taster Program are being delivered. Staff discuss how these opportunities engage students and make the school attractive to parents and the wider community.

The leadership team views school-wide analysis and discussion of data as a priority for school improvement and lifting student outcomes.

Students proudly discuss teachers' use of data to reflect on units of work and make appropriate adjustments to teaching sequences and assessment tasks to ensure improvement in teaching and learning outcomes. A dedicated data wall is regularly utilised and staff speak positively regarding their opportunities within the 'Learning Calendar' to regularly analyse and discuss data to develop strategies for their students.

The school has a positive reputation within the community for having passionate teaching staff who are driven to providing learning opportunities for all students.

The principal, teacher leaders and staff describe their dedication to the school, and staff articulate a unified commitment to improving learning and wellbeing outcomes for all students. Community members convey a deep generational connection to the school, with a large number of students having parents and grandparents who have attended. Parents attribute this to the safe and supportive school environment, as well as the educational opportunities and extracurricular activities offered to students.

2.2 Key improvement strategies

Domain 8: Effective pedagogical practices

Support teachers to embed agreed High Impact Teaching Strategies (HITS) to improve student engagement in specific learning areas, and students' learning outcomes.

Develop processes for leaders to monitor delivery and impact of agreed pedagogical practices to ensure consistency of practice and line of sight.

Domain 5: An expert teaching team

Further refine an agreed differentiated approach to observation and feedback for all staff to provide timely support and opportunity to share best practice.

Domain 6: Systematic curriculum delivery

Develop clear, agreed and consistent approaches for teaching literacy and English from Prep to Year 6 to ensure students are able to use language confidently for learning and communicating.