

# Kilcoy State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Kilcoy State School** from **5 to 7 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Lee Gerchow	Internal reviewer, SIU (review chair)
Fiona Clein	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	Royston Street, Kilcoy
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1892
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	300
<b>Indigenous enrolment percentage:</b>	6 per cent
<b>Students with disability enrolment percentage:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	971
<b>Year principal appointed:</b>	2017 (acting)
<b>Full-time equivalent staff:</b>	22
<b>Significant partner schools:</b>	Kilcoy State High School, Mount Kilcoy State School.
<b>Significant community partnerships:</b>	Local councillor, Kilcoy Pastoral Company, Kilcoy District Historical Society.
<b>Significant school programs:</b>	Discover the Magic of Reading, Accelerated Reader, Before School Reading program, Jolly Phonics, Words Their Way, Guided Reading, Students Create their Future project.



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), reading coordinator, special needs teacher, Cluster Head of Special Education Services (HOSES), teacher librarian, Business Services Manager (BSM), English as an Additional Language or Dialect (EAL/D) teacher, chaplain, guidance officer, 14 teachers, 30 students, 10 teacher-aides, 20 parents and tuckshop convenor.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Principal Kilcoy State High School and Principal Stanley River Environmental Education Centre.

Government and departmental representatives:

- Councillor Somerset Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Strategic Direction 2016
Investing for Success 2017	Regional Data Snapshot Summary
Headline Indicators (2016 release)	School Data Profile (April 2017)
OneSchool	School Expenditure and Revenue Reports
Professional learning plan	Curriculum planning documents
School Assessment Schedule	School Data Plan 'Smarter Data'
School pedagogical framework	Professional development plans
School newsletters and website	School Learning and Wellbeing Program
Responsible Behaviour Plan	School Opinion Survey
School differentiation plan 'Every Child Succeeding'	



## 2. Executive summary

### 2.1 Key findings

**A dedicated and committed staff is driven by the deep belief that every student is capable of learning and succeeding at the school.**

The tone of the school reflects a school-wide commitment to quality purposeful learning linked with caring for all students. Few behaviour challenges are apparent and the focus is on students learning in their own way at their own pace.

**The school applies its resources in a targeted manner.**

The school applies its resources in a targeted manner to meet the learning and wellbeing needs of all students. The leadership team gives high priority to supporting the needs of all students. The school utilises the physical environment and available facilities in flexible ways to engage and promote student learning.

**The school leadership team is united and committed to the improvement of learning outcomes for all students in the school.**

The Annual Implementation Plan (AIP) includes a broad range of actions with timelines predominantly focused on Semester 1 2017. Staff members express a need for more time to review, consolidate and embed existing work before moving on to future actions.

**The school places a high priority on the analysis and discussion of data.**

The school has an assessment schedule, with specific targets and timelines that documents the collection of a range of data including academic, attendance and wellbeing data and diagnostic assessments. Teachers' data literacy is developing across the school. Currently school leaders play an important role in assisting teachers to interpret their data.

**The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels.**

Teachers are utilising a range of programs and approaches to support each student's literacy development, particularly to support the school's Explicit Improvement Agenda (EIA) of reading. A consistent school-wide approach to the teaching of reading that is regularly reviewed and monitored by year level teams and school leaders is yet to be developed.

**Members of the leadership team conduct informal walkthroughs and observations.**

Mentors are providing modelled lessons and observations and feedback to early career teachers. Formal observation and feedback cycles are in the early stages of development for all staff members.



**The school recognises that highly effective teaching is the key to improving student learning throughout the school.**

School leaders keep informed of current research regarding effective teaching practices. Instructional leadership is identified as a priority by the school leadership team. This is yet to be aligned to a consistent pedagogical approach used throughout the school.

**The school is highly inclusive of students with disability with skilled staff members providing individualised in-class support with a minimum of withdrawal from the mainstream settings.**

English as an Additional Language or Dialect (EAL/D) students are fully integrated in mainstream classes and the school recently won a Showcase Award for Excellence for its EAL/D program. Indigenous students are a priority inclusion group with every Aboriginal and Torres Strait Islander student having an individual success plan for literacy and numeracy.

**The school recognises that parents and families are integral members of the school community and partners in their child's education.**

Staff, parents and community members describe improved school community relationships, mutually supportive interactions and shared support for the wellbeing of students. Parents are welcomed and encouraged to participate in day-to-day school activities.



## 2.2 Key improvement strategies

Narrow and sharpen the EIA to review, consolidate and embed existing practices.

Establish and embed a consistent approach to the teaching of reading that is regularly reviewed and monitored by year level teams and school leaders.

Collaboratively develop and embed school-wide signature pedagogies for the delivery of the Australian Curriculum (AC) and embed formal observation and feedback cycles to support implementation.

Provide Professional Development (PD) to increase teacher data literacy and ownership.