



School Improvement Unit Report

Kingaroy State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Kingaroy State School from 24 to 27 May 2016. 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

Location:	61 Alford Street, Kingaroy
Education region:	Darling Downs and South West Region
The school opened in:	1902
Year levels:	Prep to Year 6
Current school enrolment:	519
Indigenous enrolments:	14.5 per cent
Students with disability enrolments:	13.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	938
Year principal appointed:	2015
Number of teachers:	26.2 (full-time equivalent)
Nearby schools:	Taabinga State School, Coolabunia State School, Crawford State School, Kingaroy State High School
Significant community partnerships:	Kingaroy State High School, South Burnett Early Childhood Network, Kingaroy Chaplaincy, Allied Health
Significant school programs:	Drum Beat, Early Childhood Development Program, Smart Moves, Wam'ga Group



1.3 Review methodology

The review was conducted by a team of three 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 four days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Deputy principal, Head of Curriculum (HOC), Head of inclusive services, master teacher and Support Teacher Literacy and Numeracy (STLaN)
 - 25 teachers, guidance officer, behaviour support teacher, four specialist teachers and eight teacher aides
 - 16 student leaders
 - Nine students
 - Parents and Citizens' Association (P&C) president, vice president
 - Nine parents
 - Principal of Kingaroy State High School
 - Cluster representative

1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Neil Randall	Peer reviewer
Garth Hunt	External reviewer



2. Executive summary

2.1 Key findings

- The tone of the school reflects a school-wide commitment to purposeful, successful learning.

The leadership team and staff members prioritise the establishment and maintenance of positive, caring relationships with parents, carers and students. Staff members display strong levels of collegiality and mutual support and are clearly focused regarding the improvement of student learning.

- The leadership team actively promotes and leads the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

Ability levelled groups are being supported within the classroom for reading and across the school for spelling. Differentiation for the full range of students across all subjects is yet to be embedded.

- The leadership team recognises that highly effective teaching such as Explicit Instruction (EI) is the key to the improvement of student learning throughout the school.

The leadership team encourages the use of, and models research-based, high-yield practices in all classrooms. It is visible that teachers revise prior learning through warm ups, provide a lesson intention through We are learning to (WALT) and What I'm looking for (WILF), and incorporate the elements of EI in their teaching. This is an area for ongoing development.

- The leadership team has articulated and is driving a strong Explicit Improvement Agenda (EIA) in the consistent teaching of reading.

The leadership team models the expectations in all classrooms to ensure consistent application of the language and processes of teaching reading. The whole-school approach to reading has focused the efforts of all staff members to consistent reading practices based on strong data sets.

- The leadership team articulates the belief that reliable student outcome data is crucial to the school improvement agenda.

Teaching staff use standardised assessments and classroom assessment to identify starting points for teaching and to monitor student progress in the priority areas of literacy and numeracy. For self-reflection regarding the effectiveness of teaching, an emerging culture of data being used, is visible.



- There is a sense of pride in the school.

The 2015 School Opinion Survey (SOS) data identifies strong staff members, parent and student satisfaction that this is 'a good school'. Parents, students and staff members have pride in the school and identify it as the best school in Queensland.



2.2 Key improvement strategies

- Further develop school-wide differentiation expectations and practices to ensure appropriate differentiation for the full range of students across all subject areas.
- Further develop teacher confidence and capacity to understand and master the elements of EI, reflect on their own practice and provide feedback to their peers.
- Embed EI pedagogy to ensure consistent school-wide practices in all classrooms across all subject areas.
- Utilise the successful whole-school approach to reading, including the leadership team modelling expected practice to introduce future priorities.
- Strengthen the data literacy skills of teachers to analyse and interpret their own class data.