

Kingaroy State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Kingaroy State School** from **7 to 9 September 2020**.

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

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Troy Barath	Peer reviewer
Rob Cole	External reviewer



1.2 School context

Location:	Alford Street, Kingaroy	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6 and Early Childhood Development Program (ECDP)	
Enrolment:	504	
Indigenous enrolment percentage:	21 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10.9 per cent – excluding ECDP 14.5 per cent – Including ECDP
	Nationally Consistent Collection of Data (NCCD) percentage:	18.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	920	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Heads of Department – Curriculum (HOC), Head of Inclusion Services (HOIS), Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), two administration officers, guidance officer, 28 teachers, eight teacher aides, 61 students, two cleaners, schools officer and 33 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, CTC Support Services manager, Evolve Therapeutic Services counsellor, Family Domestic Violence, Department of Child Safety and CTC Support Services senior practitioner.

Partner schools and other educational providers:

- Kingaroy State High School principal and Good Start Early Learning Centre director.

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	Professional development plans
School data plan	School newsletters 'Red Ant Express'
School Opinion Survey	KSS Early Years Action Plan
KSS Whole School Support Process	School Facebook page
Kingaroy Reading Program	KSS Professional Learning Plan
Assessment and Moderation Policy	KSS Inclusion Support School Process
KSS Learning and Wellbeing Framework and Program	Explicit Teaching – Sequence of Teaching and Learning
KSS Number Facts Grade Level Expectations	School based curriculum, assessment and reporting framework
KSS Quality Standards of Mathematics Lessons	KSS School Community Partnerships: External Agencies and Organisations
Responsible Behaviour Plan for Students	



2. Executive summary

2.1 Key findings

The school is characterised by relational leadership that values consultation, collaboration, and shared accountability.

Parents articulate appreciation for the approachability of school leaders who are highly visible each afternoon and make themselves available on request. Parents express trust in the professionalism of teachers and praise them for their commitment to students. Parents and Citizens' Association (P&C) members articulate appreciation for the collaborative nature of their partnership with the school.

School leaders are united and committed to sustained school improvement that is responsive to the needs of families and the local context.

Staff members express pride in the positive focus of the school. Improvement practices that meet the changing and increasingly complex community demographic are guided by a system of strategic planning that is sequential, developmental, and supported by targeted resourcing. Staff members articulate that the current priorities are widely known and provide the purpose for intentional collaboration within the school.

The school has developed a sequenced plan for curriculum delivery that is aligned to their pedagogical practices.

The suite of curriculum documents provides teachers with information in relation to what and when teachers should teach and students should learn. Classroom and specialist teachers are aware of, and work within the school's shared curriculum expectations. Teachers express a desire to build knowledge of the Australian Curriculum (AC) to enhance their capability to develop locally relevant units of work.

The school places high priority on identifying and addressing the individual learning and wellbeing needs of all students.

Teachers articulate that they have a wide range of student abilities within their classroom and that the whole-school approach to ability level grouping is the most prevalent method of differentiation. Teachers comment that most differentiation is focused on students requiring intervention support. Planning for meaningful extension activities for high achieving students is an emerging practice. Teachers articulate that the use of the AC general capabilities to differentiate for all students across learning areas is yet to be fully explored. Some teachers express a desire to build their capability to support the learning needs of all students.

Leaders articulate the importance of using research-based teaching as the key to improving student reading throughout the school.

A whole-school approach to the teaching of reading has been developed utilising a consistent four-day a week literacy block. All teachers are aware that reading is a priority and are committed to this process. Students are ability grouped and supported by additional staff during these rotational activities. Consistent practice for the teaching of reading is



emerging. Leaders and teachers express a desire to further research and identify high-yield pedagogical strategies for the teaching of reading.

The teaching staff is an enthusiastic and collegial team.

The principal recognises the need to support and professionally develop staff members and utilise their expertise. The school has identified and recruited middle leaders and teachers to build leadership density within the school. The principal articulates a need for training and ongoing support for these key staff members to build their confidence and capability as instructional coaches.

The school actively seeks partnerships with parents and community organisations to enhance the engagement, learning and wellbeing of students.

Parents express strong feelings of belonging within the school and articulate appreciation for staff members who make themselves available to support parents. Staff members articulate a desire to further engage parents to become genuine partners in their child's learning.

Staff members articulate a belief that the collection and use of data is a fundamental component of improving student learning outcomes.

Leaders and teachers collect and interpret school, cohort, class and individual student performance data. The development of teachers' ability to engage with student learning data has been ongoing and supported through data conversations with and between classroom teachers and school leaders.

There is a strong focus on aligning available human and financial resources to the learning and wellbeing needs of students.

Staff members are engaged and deployed in ways that best address the learning needs of students. Leaders place a high priority on making the best use of quality teachers and teacher aides in achieving whole-school goals. Significant funds have been expended on recruiting, training, supporting and resourcing quality staff to advance school priorities.



2.2 Key improvement strategies

Build teachers' knowledge and understanding of the AC to enhance their capability to develop locally relevant units of work.

Enhance teacher capability to provide meaningful differentiation for the learning needs of all students, including high achieving students.

Refine and implement a whole-school approach to reading that identifies developmentally appropriate high-yield teaching strategies.

Develop the capability of school and teacher leaders as instructional coaches to drive strategies within the improvement agenda.

Provide opportunities to engage and support parents to become genuine partners in their child's learning.