

DDSW Region

Quadrennial School Review 2020

Summary and Endorsement Document

School:	Kingaroy State School	Date:	4.12.2020
Principal:	Masina Taule'alo	ARD:	Debbie Hails

Documentation Reviewed:

- EIB Review Findings
- School Performance Profile
- Relevant internal monitoring
- Last school strategic plan
- 3 school AIPs and SARs

Broad Trends Identified:

- From 2016 to 2019 there has been a general improvement in the percentage of students achieving A-C in English, lifting from 75.5% (Semester 2, 2016) to 79% (Semester 2, 2019).
- From 2016 to 2019 there has been a general improvement in the percentage of students achieving A-C in Mathematics, lifting from 82% (Semester 2, 2016) to 86.4% (Semester 2, 2019).
- From 2016 to 2019 there has been small decrease in the percentage of students attaining Regional Reading benchmarks down from 72.3% (Term 4, 2016) to 70% (Term 4, 2019).
- From 2016 to 2020 there has been a small decline in the whole school attendance rate, down from 90.2% (2016) to 88.5% (2020).
- From 2016 to 2020 there has been an increase in student diversity, with increasing cohorts of OOHC, SWD, EALD and Aboriginal & Torres Strait Islander (ATSI) students and a student transience rate of 22% in 2020.

Commendations:

- The school is characterised by relational leadership that values consultation, collaboration, and shared accountability.
- School leaders are united and committed to sustained school improvement that is responsive to the needs of families and the local context.
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- The school has developed a sequenced plan for curriculum delivery that is aligned to their pedagogical practices.
- The school places high priority on identifying and addressing the individual learning and wellbeing needs of all students.
- Leaders articulate the importance of using research-based teaching as the key to improving student reading throughout the school.
- The teaching staff is an enthusiastic and collegial team.
- The school actively seeks partnerships with parents and community organisations to enhance the engagement, learning and wellbeing of students.
- Staff members articulate a belief that the collection and use of data is a fundamental component of improving student learning outcomes.
- There is a strong focus on aligning available human and financial resources to the learning and wellbeing needs of students.

Recommendations:

- 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.

General comments:

- We have a supportive P&C that has high expectations for student achievement.
- A strong focus for the school over the past two years has been the transition into Prep. This has been strongly supported by our involvement in the Communities of Practise initiative. We are building on this work with a further focus on the Year 6 to 7 transition over the duration of this Strategic Plan.
- There is an acknowledgement of the need to continue to increase engagement and success for our ATSI community, which currently sits at 20% of our total student population.

Endorsement:

Principal Signature:	<i>Inlaniale</i>	<i>[Signature]</i>
ARD Signature:	<i>D. Hanks</i>	<i>[Signature]</i>
P & C Representative Signature:	<i>[Signature]</i>	<i>[Signature]</i>

