Kalbar State School

Executive Summary

Education Improvement Branch

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Kalbar State School** from **16** to **18 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 Lead Principal 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

Scott Curtis	Internal reviewer, EIB (review chair)
Guy Hendriks	Peer reviewer
Wayne Butler	External reviewer

1.2 School context

Location:	George Street, Kalbar
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	217
Indigenous enrolment percentage:	3 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 5 per cent **Nationally Consistent Collection of Data (NCCD) percentage:** 18 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1013
Year principal appointed:	2020 – Term 3

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum coordinator, small schools Business Manager (BM), inclusion teacher, nine teachers, six teacher aides, schools officer, school chaplain, 24 students and 20 parents.

Community and business groups:

- School council, Parents and Citizens' Association (P&C), coordinator Boonah District Kindergarten, teacher Nature's Kids Childcare Centre and Adopt-a-Cop.

Partner schools and other educational providers:

- Principal Boonah State High School, music teacher – Rock Band and IMPACT Centre teacher.

Government and departmental representatives:

- State Member for Scenic Rim and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Responsible Behaviour Plan for Students
Investing for Success 2020	Strategic Plan 2016-2019
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional Development Plan 2020	Curriculum planning documents
School pedagogical framework	School Opinion Survey
School data plan	School newsletters and website
Collegial Engagement Framework	Reading Framework

2. Executive summary

2.1 Key findings

Staff members are committed to improving learning outcomes for all students.

The school community values student success in all areas of school life including academic, sporting and cultural achievement. Staff members display high levels of professional energy for the work they undertake in the school. There is an appreciation from parents that positive outcomes for students result from the efforts of capable and committed staff. Parents positively acknowledge the professional dedication of staff members.

Staff express the view that when students are safe, supported and have a strong feeling of belonging they are ready to learn.

Parents identify a positive and welcoming culture at the school and that staff communicate with them regarding their child and provide regular opportunities to participate in the life of the school. The school has an active Parents and Citizens' Association (P&C) and a school council invested in its direction and growth. The two organisations are highly supportive of the school, the staff members and students.

The school recognises the importance of developing a culture of collaboration and teamwork, particularly across year levels.

A school culture of collaboration is documented as a watermark on school programs to demonstrate a staff goal for working together. The school recognises the importance of student and staff wellbeing. Staff identify the importance of fostering and supporting staff wellbeing.

Teachers and teacher aides take personal and collective responsibility for improving student learning and the social and emotional needs of students.

Staff express the belief that the needs of all students should be catered for, inclusive of students with a range of diverse learning needs. The school leadership team recognises the need for a consistent understanding of school-wide inclusive practices to support consistency of belief across the school.

Staff express the belief that all students are capable of successful learning.

A range of data is collected by teachers and school leaders to understand where students are at in their learning so as to identify starting points for teaching. The school is endeavouring to meet the learning needs of students requiring additional support through intervention. Students requiring additional support are identified through the student support team referral process. Some staff members express the view that this process is variable and that a clear strategy of support, resourcing and follow up is yet to be apparent.

The school has developed curriculum plans that align with the three levels of plans that are required – whole-school, year level and unit plans.

The school uses Curriculum into the Classroom (C2C) as a resource and teachers plan their English units with the support of the school curriculum coordinator. Some members of staff identify that with the changing multi-age complexity within the school, curriculum offerings can at times be repetitive and disengaging for students. Teaching staff express the need to move away from C2C as the curriculum delivery model and articulate the desire to start developing school-designed, locally relevant curriculum offerings.

Teaching staff acknowledge that effective teaching is the key to improving student learning throughout the school.

A Collegial Engagement Framework (CEF) is apparent and articulates the purpose is to provide collegial feedback to teachers to assist reflection on, and improvement in, their professional practice. A stated expectation in relation to the pedagogical framework is that formal observation and feedback will occur once per semester, in conjunction with leadership learning walks. Staff detail that learning walks, and observation and feedback practices have been previously rigorous and that they are yet to systematically reoccur as detailed in the CEF.

The principal acknowledges the importance of collecting and analysing valid student data.

Student reading ability is measured by PROBE or PM Benchmark levels that are discussed during planning meetings and monitored throughout the year by the leadership team. Teachers identify their confidence in using class data sets from reading diagnostic data to support the starting point of interventions and supports at the classroom level. School leaders work regularly with teachers to identify the next steps for students identified as requiring additional support through planning meetings.

The school is a valued member of the community and enjoys the reputation of being a partner in the local community.

Staff members acknowledge the importance of building partnerships with parents, families, and other educational providers. Staff recognise the importance of parents and families as partners in their child's learning and are approachable and proactive. Parents speak positively of the levels of care and support afforded their child. They articulate their confidence in approaching their child's teacher to discuss any concern. Community members support and speak highly of the school, articulating high levels of parent and community confidence.

2.2 Key improvement strategies

Collaboratively explore through a staff wellbeing approach, school systems and processes to support collaborative inquiry, consistency and shared understandings of staff.

Collaboratively develop a school-wide philosophy regarding inclusive practices for all students supported by professional learning.

Collaboratively refine and embed the efficacy of intervention processes and timelines in the school, with a view to designing a more responsive process meeting the needs of individual students.

Review the current school approach to the delivery of the Australian Curriculum (AC) to support an engaging, challenging and accessible curriculum for all students.

Consolidate processes, protocols and systems to engage all staff members in regular opportunities for observation, feedback, coaching and mentoring.