

# Kalbar State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Kalbar State School acknowledges the shared land and stories of the Ugarapul and Yuggera nations.

### About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	276
Indigenous enrolments	7.4%
Students with disability	17.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1010

### About the review

 <p>3 reviewers from 10 to 12 September 2024</p>	 <p>125 participants</p>	 <p>30 school staff</p>
 <p>59 students</p>	 <p>28 parents and carers</p>	 <p>8 community members and stakeholders</p>

### Key improvement strategies

**Domain 8: Implementing effective pedagogical practices**  
Establish regular opportunities for discussions about pedagogy among teachers and leaders to foster a shared understanding and language about pedagogy and effective teaching practices.

Build teachers’ understanding of the 3 principles of pedagogy to support them in selecting the most effective approaches, practices and strategies for improving student learning.

**Domain 6: Leading systematic curriculum implementation**  
Refine collaborative planning processes to advance teachers’ understanding of all aspects of the Australian Curriculum and ensure the curriculum is implemented with integrity.

**Domain 5: Building an expert teaching team**  
Systematically enact agreed collaborative capability development processes to support teachers in accessing a range of opportunities that enable reflection on and refinement of teaching practices.

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively develop Annual Implementation Plan targets to foster shared staff understanding and ownership, and enable monitoring of progress in priority areas.

### Key affirmations



**Parents and staff comment the unrelenting emphasis on reading has improved outcomes for students.**

Parents talk about the school’s unrelenting focus on reading as a major attraction for their family when deciding where to enrol their child. They speak about how their child has improved their reading skills and praise the work of staff to support this. Staff speak positively about the impact of the Science of Reading on students’ reading outcomes. Teachers express appreciation for the work of teacher aides in supporting them to build students’ skills and knowledge in reading.



**Staff, parents and students talk about how a culture of kindness, care and connection supports students to learn successfully.**

Staff explain how genuine care for and commitment to student learning and achievement underpins the positive culture of the school. Students talk about the ‘kindness of the teaching team’ and ‘the opportunities provided’ as the best things about coming to school. Staff communicate a belief all students can learn successfully. They articulate a commitment to providing positive learning and social and emotional outcomes for all students. Parents and students express appreciation for the kind, safe, caring, orderly learning environment.



**Teachers describe a strong focus on student achievement.**

Teachers speak proudly about students’ achievements and significant improvements in results over time. Staff indicate they have a thorough understanding of their students, and discuss their efforts to promote positive outcomes for all learners. Students describe their school work as providing the right amount of challenge to extend their learning. Teachers explain how they tailor their teaching to meet students’ learning needs and readiness. Staff convey how they work together to achieve the best outcomes for all students.



**Leaders, staff and parents celebrate the school’s rich history of excellence.**

Leaders articulate the word Kalbar means ‘star’ in local First Nations language. They describe a range of ways stars are used to positively acknowledge this connection with culture, including in awards, the school motto and celebrations. Staff and parents speak proudly of the long history of the school. Leaders communicate the school enjoys a positive reputation, with community members expressing it is a shining light in the local area. Parents indicate this is a school of choice. Leaders proudly assert, ‘The school is part of the community; the community is part of the school’.