

# Mount Kilcoy 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 School Improvement Unit (SIU) at **Mount Kilcoy State School** from **31 May to 4 June 2019**.

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

### 1.1 Review team

Tracey Chappell	Internal reviewer, SIU (review chair)
Darren Marsh	Internal reviewer
Roslyn Waldron	Peer reviewer



## 1.2 School context

<b>Location:</b>	Jenkinsons Road, Mount Kilcoy
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1909
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	129
<b>Indigenous enrolment percentage:</b>	8 per cent
<b>Students with disability enrolment percentage:</b>	4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	988
<b>Year principal appointed:</b>	2019
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	6
<b>Significant partner schools:</b>	Kilcoy State School, Kilcoy State High School
<b>Significant community partnerships:</b>	IGA (Independent Grocers of Australia) Kilcoy, Mount Kilcoy Progress Association, St Vincent de Paul Society, Kilcoy Returned and Services League of Australia (RSL), Save the Children playgroup, Kilcoy emergency services and rural fire brigade, Crèche and Kindergarten (C&K) Kilcoy Community Kindergarten, We Rock Childcare Centre
<b>Significant school programs:</b>	Chaplaincy, accelerated reader, Reading Eggs, Athletics, First Lego League, debating, senior leaders mentoring, spelling bee, Math Fiesta, Interschool Maths tournament



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, 12 teachers, two teacher aides, Support Teacher Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP), chaplain, Business Manager (BM), groundsman, Parents and Citizens' Association (P&C) president and secretary, 24 parents and 57 students.

Community and business groups:

- President Kilcoy RSL and president Mount Kilcoy Progress Association.

Partner schools and other educational providers:

- Principals of Kilcoy State School, Kilcoy State High School, Delaneys Creek State School and Peachester State School, cluster Head of Special Education Services (HOSES), director We Rock Childcare Centre, teacher Kilcoy C&K Community Kindergarten and coordinator Save the Children playgroup.

Government and departmental representatives:

- Councillor for Somerset Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	School assessment and reporting framework
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

**Interactions between staff, students, parents and families are caring, polite and inclusive.**

Community members report that the school is the school of choice, citing the school as having a family atmosphere. Inter-staff collegiality is highly valued, providing support networks for staff wellbeing. Staff, parents and students demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work hard to build mutually respectful relationships across the school community.

**The school has a number of rewards established to support the school message that attendance and engaging in learning is important.**

This includes a class attendance award on the weekly parade for the class with the highest attendance for the week. The principal reinforces the message that attending school every day is the aim. Students receive weekly awards for their engagement and participation in learning and for following the school 'RACER' expectations that include Respect, Action, Cooperation, Effort and Responsibility. Students are acknowledged for being selected in regional sporting teams and for their sporting achievements.

**The principal, Parents and Citizens' Association (P&C) and staff are united and committed to improve learning outcomes for students at the school.**

The school has two improvement priorities that include develop writing and maintain reading. Parents and community members are aware of the improvement priorities and are supportive of their choice for implementation. The school has established a number of broad targets in conjunction with the improvement priorities. There is yet to be developed an Explicit Improvement Agenda (EIA) with aligned targets for student achievement in conjunction with associated roles and responsibilities.

**The school has a coherent and sequenced plan for curriculum delivery that identifies what and when teachers should teach and students should learn.**

Through the use of single year level Curriculum into the Classroom (C2C) materials the school is able to map the delivery of the curriculum. The plan for curriculum delivery is shared with parents, family and the wider community through ways such as parent information evenings, the newsletter, the QSchools app and the school Facebook page. Teachers report they use the C2C resource materials in flexible ways to better meet the needs and interests of students. An explicit and sequenced curriculum plan aligned to all dimensions of the Australian Curriculum (AC) is yet to be developed with provision to make the curriculum responsive to local needs.



**The principal is informed of current research theories regarding effective teaching practices.**

Research includes the learnings around Archer's<sup>1</sup> Explicit Instruction (EI), Marzano's<sup>2</sup> the Art and Science of Teaching (ASoT) and Clarity, the work of Sharratt's<sup>3</sup> fourteen parameters of learning and Fullan's<sup>4</sup> Coherence. Staff members express an openness to this learning and indicate a desire to learn more and engage with the direction this learning is taking the school. The current pedagogical framework is based on the work of ASoT and was developed aligned to previous regional expectations. Staff members identify the document requires a review to better align with research, and current systemic and school initiatives.

**The principal articulates the importance of systematically collecting student and school performance data.**

This includes opportunities to analyse and discuss the data to inform teaching and learning including the identification of whole-school focus areas. A beginning process for the analysis of data occurs during staff meeting time and during curriculum planning time. The principal acknowledges the benefit in reviewing the current assessment and data documents to ensure staff clearly understand the data to be collected including timelines for collection, where the data is to be stored and how it is to be used to inform teaching and learning.

**A case management process is utilised by the school as a platform to discuss the needs of students and to identify strategies that support them to engage and learn.**

Within the case management process key responsibilities and roles are clearly defined and actions assigned to members of the team. This includes timelines for implementation and review. This process is part of a three-tiered approach to intervention adopted by the school. All elements of the intervention model are yet to be fully implemented including the articulation of the associated roles and responsibilities. School leaders identify a need to build whole-school understandings of inclusive practices aligned with departmental priorities.

**The school is considered a valued and important hub of the community.**

Parents acknowledge the dedication and hard work of staff in supporting the social, emotional, academic and wellbeing needs of students. Parents and families are considered integral partners in the life of the school. A range of partnerships is established between the school and various community groups, local businesses and educational clusters. A chaplain works at the school to support student wellbeing and social-emotional needs. Parents, staff

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<sup>1</sup> Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.

<sup>2</sup> Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).

<sup>3</sup> Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading*. Thousand Oaks, CA: Corwin Press.

<sup>4</sup> Fullan, M., & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Thousand Oaks, CA: Corwin Press.



and students report high levels of satisfaction for the role that the chaplain plays at the school.

**The P&C has a well-established partnership with the school.**

The principal acknowledges the importance of this association to assist the school to create an environment that supports and encourages learning. Fundraising activities, some of which include a bingo night, fancy dress ball, trivia night, secondhand book stall, tuckshop and catering at the local show help to support the purchase of school resources and programs. The P&C is driving a volunteer initiative known as 'just one thing'. It is envisaged that this will help raise awareness in the community of the need to recruit parent volunteers to support the work of the P&C.





## 2.2 Key improvement strategies

Collaboratively develop an EIA with aligned targets for student achievement, timelines for action, clear roles and responsibilities and systems for tracking and monitoring progress against the associated initiatives.

Collaboratively develop an explicit, coherent and sequenced curriculum framework aligned to and including all of the dimensions of the AC and identifying opportunities to make the curriculum responsive to local needs.

Collaboratively review the current pedagogical framework to ensure common, consistent and effective use of signature pedagogies and to provide clarity of expectations.

Collaboratively review and develop a whole-school data plan that outlines the intention for using data as well as including a data schedule that plans what data is to be collected and when, where it is to be stored and how it is used to inform teaching and student learning.

Build staff capabilities and understandings of all elements of the intervention model including the associated roles and responsibilities and whole-school understandings of inclusive practices aligned with departmental priorities.