School Improvement Unit
Report

Mount Kilcoy State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Mount Kilcoy State School from 20 to 24 August 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>Jenkinsons Road, Mount Kilcoy</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
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<tr>
<td>The school opened in:</td>
<td>1909</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>116</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>4.3 per cent</td>
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<td>Students with disability enrolments:</td>
<td>8.6 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>966</td>
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<tr>
<td>Year principal appointed:</td>
<td>2012</td>
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<tr>
<td>Number of teachers:</td>
<td>6 classroom teachers, 5 specialist teachers</td>
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<td>Nearby schools:</td>
<td>Kilcoy State School, Kilcoy State High School, Woodford State School</td>
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<td>Significant community partnerships:</td>
<td>Alands Fruit and Veg, Christensen’s Bus Company, Kilcoy Returned and Services League (RSL), Landcare, Somerset Council</td>
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<td>Unique school programs:</td>
<td>Robotics, Cog Med, Science Extension Cluster Program, Debating, Choir, Before School Reading/Homework Program</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Special Education Services (HOSES), Students With Disabilities (SWD) teacher, Support Teacher Literacy and Numeracy (STLaN)
  - Six classroom teachers and Languages teacher
  - Four teacher-aides
  - Six student leaders and 20 students
  - Administrative assistant and cleaner
  - Nine parents and carers
  - Chaplain
  - Deputy Mayor, Adopt-a-cop and four community organisation representatives
  - Local State High School Deputy Principal and three local State School Principals

1.4 Review team

Evan Willis Internal Reviewer, SIU (review chair)
Bob Cole External Reviewer
Carole Price Peer Reviewer
2. Executive summary

2.1 Key findings

- All key stakeholders speak with passion and pride about their local school.
  Staff and students genuinely enjoy their schooling experience at Mount Kilcoy State School. Warm and caring relationships are evident throughout the school. All students feel that their teachers care about them and help them to do their best.

- There is evidence that the school views reliable and timely student data as essential to effective leadership and the school improvement agenda.
  There is a documented school plan and timetable for the systematic collection of achievement data. There is strong evidence that the school team has taken collective responsibility for the implementation of a comprehensive collection of a range of student achievement data. The school articulates attendance, reading and numeracy as key components of a clear and focused improvement agenda.

- Staff articulate a commitment to the ongoing development of their teaching capability.
  The majority of staff report high levels of confidence in their ability to coordinate teaching and learning experiences in-line with the school’s priority areas and general curriculum delivery. Whilst a process for collegial observations is in place, there is an identified need to move towards formal processes for observations, feedback and coaching.

- The school has identified the need to review the existing pedagogical framework.
  The school has a pedagogical framework based on the Art and Science of Teaching\(^1\) (ASoT) and has adopted elements of an Explicit Instruction (EI) approach. Effectiveness of this framework and its relevance to the Mount Kilcoy State School setting is under consideration.

- Expectations relating to the provision of quality feedback to students are unclear.
  Provision of regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress is an area for development within the school.

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The school is yet to establish strong partnerships with local early childhood providers. An opportunity exists to establish mutually beneficial partnerships with local early childhood providers to enhance transition programs, curriculum and professional development links.
2.2 Key improvement strategies

- Embed approaches to coaching, mentoring, targeted and formal observations and feedback with a focus on capability development for all staff.

- Embed a school-wide approach to the provision of quality feedback to students with appropriate strategies to achieve individualised learning goals.

- Review the existing pedagogical framework to ascertain relevance to the school’s identified needs and capability.

- Articulate expectations relating to the school’s approach to explicit instruction and embed this practice across the school with a focus on key areas of literacy and numeracy.

- Establish meaningful partnerships with local Early Childhood Education Centres (ECEC).