School Improvement Unit Report

Kalkie State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Kalkie 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>Bargara Road, Bundaberg</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>1878</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<td>Current school enrolment:</td>
<td>288</td>
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<td>Indigenous enrolments:</td>
<td>4 per cent</td>
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<td>Students with disability enrolments:</td>
<td>7.9 per cent</td>
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<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>1007</td>
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<td>Year principal appointed:</td>
<td>2012</td>
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<tr>
<td>Number of teachers:</td>
<td>21</td>
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<td>Nearby schools:</td>
<td>Bargara State School, Bundaberg East State School, Kepnock State High School</td>
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<td>Significant community partnerships:</td>
<td>Central Queensland University, Dream Centre Church, Jaycar Electronics, Great Barrier Reef Marine Park, Fun Time Outside School Hours Care (OSHC)</td>
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<td>Unique school programs:</td>
<td>Drum Band, Reef Guardian, Playgroup</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 and Deputy Principal
  - Guidance Officer, Support Teacher Literacy and Numeracy (STLaN), and Head of Special Education Services (HOSES)
  - Business Services Manager (BSM) and administrative officer
  - Teacher Librarian and regional Early Years Behaviour Support Teacher
  - 17 teachers, including specialist teachers
  - Eight teacher aides
  - 29 students, including student leaders
  - 11 parents
  - Outside School Hours Care (OSHC) coordinator and Central Queensland University representative
  - Kepnock State High School Principal

1.4 Review team

Sevil Aldas  
Internal reviewer, SIU (review chair)

John Wessel  
External reviewer

Veronica Geiger  
Peer reviewer
2. Executive summary

2.1 Key findings

- Students and staff responses indicate a strong sense of community.

A high priority is given to maintaining positive and caring relationships. Interactions between staff, students and families are caring, polite and inclusive. The school has embedded a consistent approach and common language in relation to school-wide expectations and values as outlined in the *Kalkie 5C’s*.

- The principal and School Improvement Team are committed to improving student learning outcomes for all students in the school.

The school has a stated explicit improvement agenda focused on improving reading, writing and number facts. The principal and School Improvement Team have provisioned specialist and support staff to progress these improvement areas. Further clarity is required regarding the key strategies for improvement in the areas of writing and number facts.

- The school has developed and is implementing a plan for the systematic collection of a range of student outcome data.

The school has a documented whole-school assessment plan. There is some evidence that the school uses data for diagnostic purposes and to monitor student progress throughout the year. The ongoing use of this data to inform teaching and learning practice by classroom teachers is developing.

- The principal has led a sustained whole-school focus on developing effective teaching practices.

This whole of school approach includes professional learning at staff meetings as well as observation and feedback opportunities for individual teachers. School leaders are working towards developing a collegial culture to drive improvement in pedagogy. Further opportunities for teachers including modelling, coaching and watching each other work, to improve their teaching practice, are yet to be fully developed.

- The school uses the Australian Curriculum documents as the basis of curriculum planning and implementation with Curriculum into the Classroom (C2C) as the key curriculum resource that guides this planning.

There is evidence that the content of the school curriculum document *Reading @ Kalkie* is well understood by staff. The teaching team planning sessions have a key role in ensuring the consistency of delivery of the classroom program in English. There is limited evidence of the vertical alignment of curriculum across year levels and the local decisions as they apply to multi-age classes.
The school has implemented structural arrangements to respond to identify student learning needs.

Students are identified for targeted groupings in spelling, reading and mathematics from Year 4 to Year 6 using diagnostic data. There is evidence that this grouping structure is catering for the learning needs of high performing students. Students in these higher groups articulate that they are challenged and learn to consider alternative ways of responding to a problem.
2.2 Key improvement strategies

- Narrow the school’s explicit improvement agenda. Ensure that there is school-wide clarity around the specific strategies for improvement and that targets for improvement are measurable.

- Provide professional development to increase staff data literacy skills to build the capacity and confidence of teachers to track student progress and reflect on the effectiveness of their teaching practice to make the necessary adjustments.

- Strengthen the school’s current focus on delivering high quality teaching practices, by expanding on existing processes, to ensure highly effective teaching practice is consistently implemented through modelling, coaching and watching others work.

- Strengthen the existing school curriculum plan to ensure vertical alignment of units of work. Ensure the local curriculum content adaptions planned by teachers are centrally recorded for future planning purposes.

- Develop a whole-school approach for recording and monitoring classroom-based differentiation strategies including the delivery of higher order thinking skills. Provide professional development for all staff to ensure there is precise clarity around inclusive practices to support students with specific needs.