Kelso State School

School Review Report

**School
Improvement
Unit**

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kelso State School** from **30 May** to **1 June 2108**.

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 consider 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Stephen Bobby	Internal reviewer
David Manttan	External reviewer

1.2 School context

Location:	Yvette Street, Kelso
Education region:	North Queensland Region
Year opened:	1985
Year levels:	Prep to Year 6
Enrolment:	538
Indigenous enrolment percentage:	35 per cent
Students with disability enrolment percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	882
Year principal appointed:	Semester 2, 2017
Full-time equivalent staff:	28.5
Significant partner schools:	Rasmussen State School, Thuringowa State High School
Significant community partnerships:	The Salvation Army, Upper Ross Community Centre, North Queensland Cowboys, Crèche and Kindergarten (C&K) Kindergarten, Upper Ross Police-Citizens Youth Club (PCYC), Village Kids Kelso
Significant school programs:	Bricks 4 Kidz, Sports Leadership Indigenous Program (SLIP), Try for 5, Breakfast Club, Evolve, instrumental music program, concert band, Global Tropics Future Science, Technology, Engineering and Mathematics (STEM), Reef Guardians, Big Buddies, Readers Cup, AUSKick, Hockey Queensland, Aboriginal and Torres Strait Islander Aspirations Program (ATSIAP)

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two expert teacher team coaches, intensive support teacher, Head of Special Education Services (HOSES), Business Manager (BM), 29 teachers, 10 teacher aides, instrumental music teacher, chaplain, 27 parents, three Parents and Citizens' Association (P&C) representatives, two administration officers, four cleaners, Community Liaison Officer (CLO) and 28 students.

Community and business groups:

- Teacher from Kelso C&K and teacher Village Kids Kelso.

Partner schools and other educational providers:

- Deputy principal Thuringowa State High School.

Government and departmental representatives:

- Councillor for Townsville City Council Division 4, State Member for Thuringowa and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Inquiry cycle planning aligned to AIP
Investing for Success 2018	School Opinion Survey
Behaviour data	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
Responsible Behaviour Plan	Reading data wall
School pedagogical framework	School newsletters and website, Facebook
School based curriculum, assessment and reporting framework	Headline Indicators (Term 1, 2018)

2. Executive summary

2.1 Key findings

The school leadership team is committed to developing and implementing a strong improvement agenda for the school.

The improvement agenda aligns state and systemic strategies with school-identified priority areas and concerns. Members of the leadership team are focused on working collaboratively with all staff members to develop school direction, initiatives and strategies to support improved learning outcomes for all students.

The school has a team of enthusiastic and dedicated teachers and teacher aides who display commitment to the school community.

School staff members are highly valued by the students and members of the school community. The cohort teaching teams are supportive of their team members and share resources and expertise to build consistency in content delivery and expectations.

School staff members exhibit an understanding of the importance of positive and caring relationships for successful learning.

Staff members work to build mutually respectful relationships across the school community. School staff members are committed to the long-term success of the students attending the school. A supportive and caring environment is apparent is most classrooms.

The school has a sequenced plan for curriculum delivery that is informed by the Australian Curriculum (AC) and resourced by the Curriculum into the Classroom (C2C) resource materials.

Teachers identify the cooperative planning process for English as providing clarity regarding what to teach and engendering confidence in their teaching practice. Classroom learning walls are co-constructed with students during the progress of the unit. Some teachers are applying the planning processes to develop learning walls in mathematics and science.

The Responsible Behaviour Plan for Students (RBPS) outlines the Positive Behaviour for Learning (PBL) model as the vehicle to enact behaviour management across the school.

There are strategies to promote appropriate behaviour in addition to agreed responses and consequences for inappropriate behaviour. Parents, staff members and students articulate the concern that some student behaviour is disruptive to student learning and causes a degree of concern in the playground and classroom. The school leadership team highlights that improving student behaviour is a key improvement priority.

Staff members express a commitment to the continuous improvement of the quality of teaching and learning.

There are multiple strategies and actions outlined in the Annual Implementation Plan (AIP), accompanied by timelines, responsible officers and targets to measure success. Staff clarity regarding the identified priority areas, school expectations and their subsequent accountabilities within each priority area is in the beginning stage.

The school leadership team is aware that reliable and timely student data is important to improving student outcomes.

The school has yet to develop a comprehensive plan of data collection aligned to the school improvement areas. Teachers articulate that there are currently few discussions or in-depth analysis of achievement data that enable the formation of strategies for continuous improvement. The leadership team acknowledges the need to explore the current discrepancies between student Level of Achievement (LOA), National Assessment Plan-Literacy and Numeracy (NAPLAN) and standardised assessment data.

The school has recently progressed to an inclusion model for all students with disability.

Some teachers take a shared responsibility with the Special Education Program (SEP) staff members to monitor learning and in other cases the monitoring role is undertaken by the SEP teacher. Some staff members express their need for further Professional Development (PD) to cater for the full range of students in their classrooms including students with disability and students with diverse backgrounds.

The school enjoys the support of an active Parents and Citizens' Association (P&C).

The P&C conducts a number of fundraising ventures including raffles, discos and a highly anticipated Colour Run. The P&C operates a school tuckshop three days a week solely through volunteer participation. P&C fundraising ventures are targeted at building community unity. The association organises school community events that bring all members together through their common bond of being members of the Kelso school community.

The school offers a strong music program.

The program includes classroom music, an instrumental music program, choirs and lunchtime ukulele classes. Parents, students and teachers express high levels of satisfaction regarding the growing success of the instrumental music program, the strong participation of students and the success of the school band in local competitions. 20 per cent of the school population are participating in the instrumental program.

2.2 Key improvement strategies

Collaboratively review and consistently communicate, apply and implement PBL processes throughout the school, including routine collection and analysis of data to inform targeted support, and monitor effectiveness.

Narrow and sharpen the actions outlined in the AIP into an Explicit Improvement Agenda (EIA) that clarifies the expectations and accountabilities of all staff members in reaching the desired outcomes.

Plan and implement processes to develop the data literacy skills of all teaching staff members and members of the leadership team that will enable effective use of data for improved learning and achievement.

Enhance school strategies to ensure all stakeholders have a clear understanding of the role they play in inclusive education practices that genuinely support whole-school approaches for all students.

3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team is committed to developing and implementing a strong improvement agenda for the school that aligns state and systemic strategies with school-identified priority areas and concerns. Members of the leadership team are focused on working collaboratively with all staff members to develop school direction, initiatives and strategies to support improved learning outcomes for all students.

In developing the improvement agenda, the leadership team has completed a scan and assessment of current school practices and led staff members through a 'fishbone' planning process to develop the strategies outlined in the AIP. Staff members are appreciative of the opportunity to cooperatively plan the school's improvement agenda.

Leadership team analysis of the school NAPLAN, LOA, reading, attendance and behaviour data underpinned the scan and assessment phase. The sharing of this data with staff members is in the beginning phase and the analysis of the implications for school and classroom improvement is yet to commence.

The AIP outlines three key areas for improvement of teaching quality and expert teaching teams, successful learners, and safe and supportive environments. Instructional coaching, through collaborative inquiry is identified as the process to support teachers to develop high quality evidence-based best practice. Coaching is centred on the planning and delivery of the English curriculum.

Members of the leadership team developed inquiry cycles to further explore three priority areas of the AIP. The inquiry cycle approach has been initiated to investigate building teacher capacity through coaching, introducing the early years Levelled Reading program and building teacher skills in analysing and utilising data to improve student learning outcomes.

Staff members express a commitment to the continuous improvement of the quality of teaching and learning and are able to identify some areas of the improvement agenda and articulate the need for further clarification in other areas. Many staff members identify the need to revisit school and staff expectations for student engagement and behaviour to strengthen the school culture of learning and provide a safe, calm and supportive environment conducive to all teachers teaching and students learning.

The school is focused on improving LOAs and wellbeing for students. The Community Liaison Officer (CLO) works closely with families and community organisations and businesses to access supports for Indigenous and non-Indigenous families within and outside the school premises. The principal continues to strengthen partnerships with early childhood providers, local cluster schools, allied health workers and community action groups to further learning success and support the social and emotional development of students.

The school has developed strategies to track and address student absence. Classroom and school attendance data is tracked weekly and discussed and celebrated on assemblies and in the newsletter. Other strategies include the delegation of duties for attendance monitoring and actioning to the intensive support teacher, employment of a CLO to work with Aboriginal and Torres Strait Islander families, and the alliance with the North Queensland Cowboys – Try for 5.

There are multiple strategies and actions outlined in the AIP, accompanied by timelines, responsible officers and targets to measure success. Staff member clarity regarding the identified priority areas, school expectations and their subsequent accountabilities within each priority area is in the beginning stage. Some staff members discuss 'change fatigue' and the need for consolidation time.

Leadership team members are collaborative and collegial in developing and driving the improvement agenda. Clarity of the roles, responsibilities and accountabilities of each member aligned to the actions of the AIP is developing. Systems and processes to measure the effectiveness and sustainability of programs and initiatives in producing the desired improvements in student learning and wellbeing are yet to be developed.

Improvement strategies

Narrow and sharpen the actions outlined in the AIP into an EIA that clarifies the expectations and accountabilities of all staff members in reaching the desired outcomes.

Develop clear roles, responsibilities and accountabilities for members of the leadership team in supporting the EIA.

Develop processes to measure the effectiveness and sustainability of programs and initiatives in producing the desired improvements in student learning and wellbeing.

3.2 Analysis and discussion of data

Findings

The school leadership team members are aware that reliable and timely student data is important to improving student outcomes.

A documented data and reporting plan is available on the school's G drive. The schedule highlights the collection and benchmarks for reading and LOA. Specific benchmarks and timelines are based on regional benchmarks.

Information is collected by teaching staff members regarding student achievement using PM Benchmark, South Australian Spelling Test (SAST), and Sight Words. Data from these sources is stored on OneSchool. Some teachers indicate that their experience and knowledge in the administration of PM Benchmark is as yet limited.

Teachers and administrators articulate that limited use is made of the assessment data from NAPLAN to inform teaching and future curriculum planning.

Some teachers use formative assessment to identify starting points for improvement in English. The use of a range of assessment tools to monitor the progress of students over time is less apparent.

A data wall in the staff collaborative professional learning room records student LOAs, school attendance and NAPLAN and separates students into a traffic light model of above, at and below year level expectations. Teachers and leaders utilise the data wall in the curriculum planning process for English.

Teachers in the early years utilise a data tree in their classrooms to indicate the reading achievement levels of students. Many students across the school are aware of their reading achievement level.

Data is collected regarding student behaviour to support the school's PBL program. The analysis of this data is limited by overly broad categories of behaviour that consequently restricts the usefulness of the data.

Student attendance data is monitored on a weekly basis and is regularly displayed at school assemblies where the best attending class is awarded the Attendance Cup for the week.

The school has yet to develop a comprehensive plan of data collection aligned to the school improvement areas. Teachers articulate that there are currently few discussions or in-depth analysis of achievement data that enable the formation of strategies for continuous improvement.

The school is forging strong links with the local early years education providers. Transition statements were received for less than half the students attending Prep. These statements are utilised by the school to inform possible class placement and provided to the Prep teachers for their consideration. Statements are saved on OneSchool.

There appears to be significant variance in the LOA assigned to students in English and mathematics and the results achieved in NAPLAN.

Year 3 participation rates in 2017 NAPLAN range from 96.1 per cent to 97.4 per cent. Year 5 participation rates range from 91.3 per cent to 95.7 per cent. One student was withdrawn in Year 3 and no students were withdrawn in Year 5.

The school's Index of Community Socio-educational Advantage (ICSEA) percentile is 7. In 2017, the Mean Scale Score (MSS) percentile for Year 3 students ranges from 8 to 22. The Year 5 MSS percentile ranged between 8 and 24.

Year 3 MSS data indicates that the school is achieving similar to Similar Queensland State Schools (SQSS) in reading, spelling and numeracy strands and below SQSS in writing and grammar and punctuation. Year 5 MSS achievement is similar to SQSS across all strands except writing which is below.

NAPLAN 2017 data indicates that Year 3 Upper Two Band (U2B) achievement is below SQSS in all test areas. Year 5 U2B achievement is similar to SQSS in all areas except spelling which is below SQSS.

The percentage of Year 3 students achieving at or above the National Minimum Standard (NMS) ranges between 75.7 per cent and 90.4 per cent, and is below Queensland State Schools (QSS) across all strands. Year 5 NMS achievement ranges between 59.1 and 85.7 per cent and is below QSS across all strands.

Relative gain 2015-2017 Year 3 to Year 5 is similar to SQSS in reading and spelling, and below SQSS in writing, grammar and punctuation, and numeracy.

The NAPLAN 2017 Closing the Gap report indicates that the mean scale score for Year 3 Indigenous student in reading is 7 scale points below that of their non-Indigenous peers.

SEP staff members indicate that they monitor the LOA allocated to students having an Individual Curriculum Plan (ICP).

Improvement strategies

Plan and implement processes to develop the data literacy skills of all teaching staff members and members of the leadership team that will enable effective use of data for improved learning and achievement.

Develop and implement school processes for the collection, analysis and discussion of appropriate data related to student wellbeing and achievement.

3.3 A culture that promotes learning

Findings

Staff members exhibit an understanding of the importance of positive and caring relationships for successful learning. Most staff members work to build mutually respectful relationships across the school community. Staff members are committed to the long-term success of students attending the school.

The school leadership team has undergone a number of changes in the past year with changes to principal leadership and other key personnel. At the beginning of Semester 2 2017 the new permanent principal was appointed. Some staff members articulate that the school is currently in a change management phase where the building of clarity of direction and the cementing of relationships are developing.

The school has a dedicated staff that works hard in the best interests of students. A supportive and caring environment is apparent is most classrooms. Parents, staff and students articulate that an improvement in managing behaviour across the school is required. The 2017 School Opinion Survey (SOS) indicates that 78.6 per cent of students agree with the statement 'Student behaviour is well managed at my school'. This compares to the Like School Group (LSG) agreement rate of 81.6 per cent.

The school leadership team highlights that improving student behaviour is a key improvement priority. Parents, staff members and students articulate the concern that some student behaviour is disruptive to student learning and causes a degree of concern in the playground and classroom. Most staff members articulate there is inconsistency in managing inappropriate behaviour, particularly that referred from the classroom. Some parents express a level of concern that the perceptions regarding student behaviour negatively impact the reputation of the school.

The school's RBPS has been recently reviewed. The RBPS outlines the PBL model as the vehicle to enact behaviour management across the school. A whole-school matrix for behaviour has been developed, documented, and clearly defines expected behaviours. There are strategies to promote appropriate behaviour in addition to agreed responses and consequences for inappropriate behaviour.

A schedule of PBL that details the focus areas for behaviours for each week of each term is developed. This schedule is not aligned to recently collected student behaviour data. The principal introduces the weekly focus on parade. There is an expectation that teachers reinforce the focus area with their class group. A set of support materials to assist teachers is developed and available to staff members. Staff members articulate that the delivery of these PBL lessons is yet to occur with consistency across the school.

Teachers articulate there is a range of whole-school strategies to acknowledge positive student behaviours. Strategies to acknowledge and reward positive student behaviour are yet to be consistently implemented by all staff members. Most teachers implement individually developed class reward systems and end-of-term reward recognition incentives.

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Many teachers express the desire for greater consistency across the school in implementing whole-school approaches to acknowledging positive behaviour on a regular basis.

High expectations for attendance are overtly encouraged by the school. Student attendance is constantly monitored by class teachers and members of the leadership team. The attendance of each class group is presented on the weekly parade. The weekly attendance of the teachers is additionally acknowledged. The group with the highest attendance is acknowledged with the weekly attendance trophy. Same day notification processes via SMS messaging are established to alert parents of students who are absent from school. At the end of each week parents of students with three or more days of unexplained absences are personally contacted, either by a phone call or home visit. The current attendance rate is 86.4 per cent with 30.3 per cent of students attending less than 85 per cent of the school year.

The leadership team places a high priority on maintaining positive and caring relationships between staff, students and parents. Interactions between most staff, students and families are caring, polite and respectful. Teachers express that there is a strong collegial culture of mutual support amongst themselves and describe a culture of trust and openness for feedback between each other.

Staff wellbeing is supported through a range of activities organised by the social committee and includes staff morning teas, staff functions and seasonal events. A comprehensive program for beginning teachers and/or those newly appointed to the school is established. All beginning teachers are allocated a staff mentor. Some staff members indicate that a greater focus on ensuring staff wellbeing would be welcomed.

The school appreciates and values students' varying cultural backgrounds and is working to build cultural competence across the school. The school has a large Indigenous enrolment. Indigenous culture is celebrated through festivities relating to National Aborigines and Islanders Day Observance Committee (NAIDOC) week and Harmony Day.

All students with disability are taught within mainstream classes and currently attend school on a full-time basis. For any student requiring part-time attendance arrangements the SEP and leadership team members formulate plans, in conjunction with parents/carers to transition to full-time attendance within a designated time. SEP teachers monitor the behaviour, School Disciplinary Absences (SDAs) and attendance trends of students with disability. Students requiring additional support can be referred to the student support team that considers and enables appropriate support strategies. SEP staff members indicate that the majority of students with disability adhere to the expectations outlined in the RBPS, with some additional support. Currently two students attend on a part-time basis. Negotiated education plan are established to increase these students' attendance to full-time.

A number of students with a verified disability are represented in the SDAs data with data indicating more than one SDA for the year for these students. Other student groups represented in the data include students identified as having experienced trauma.

Improvement strategies

Collaboratively review and consistently communicate, apply and implement PBL processes throughout the school including routine collection and analysis of data to inform targeted support, and monitor for effectiveness.

Maintain the focus on student attendance, through a review of the range of attendance encouragement strategies with an emphasis on families of students identified in the below 85 per cent attendance range.

Collaboratively develop and implement a staff well-being framework.

3.4 Targeted use of school resources

Findings

School leaders have given priority to understanding and addressing the learning and wellbeing needs of all students. This is reflected in the allocation of resources to school-wide programs and strategies that are intended to address the needs of all students in an inclusive way.

Human resources within the school are deployed to ensure student learning and engagement are prioritised. The specialist skills and interests of teachers and teacher aides are considered when allocating staff members to teaching and extracurricular areas. This has included the establishment of school clubs and programs for student participation, including the Bricks 4 Kidz, Sports Leadership Indigenous Program (SLIP), marching drum band, Aboriginal and Torres Strait Islander Aspiration Program (ATSIAP) and the Global Tropics Future project. Staff, students and community members speak highly of these opportunities.

The school anticipates2018 Investing for Success (I4S) funding will be $290 193. The school's I4S agreement indicates this funding will be utilised to provide additional teachers to support building staff capabilities in quality teaching. Significant funds are directed towards employing leadership and coaching staff members and for the provision of professional learning. The school is yet to develop processes and systems to monitor the effectiveness, sustainability and outcomes achieved through these investments.

Allocation of funds to PD and teacher release to facilitate staff professional learning is a key feature of the school budget. Quality Assurance (QA) processes to measure the effectiveness of professional learning and resource allocation and its impact on improved student learning outcomes are yet to be fully established.

The school has a group of experienced and trained teacher aides who support student learning. Teacher aides are deployed to directly support classroom teachers. Teachers use their discretion to determine the roles teacher aides play in the delivery of the classroom learning programs. Teacher aides state that they feel that they are highly valued by the teaching staff members they work directly with and appreciate the opportunities to build strong working relationships.

Teacher aides speak of having access to professional learning that is directly related to the EIA. Most teacher aides articulate that further PD, aligned to the EIA, would allow them to be a greater support to classroom teachers in delivering the school's learning programs, and would enhance the learning opportunities for all students. Teacher aides and ancillary staff members are yet to participate in the Annual Performance Development Plan (APDP) process. Teacher aides are generally not involved in planning units of work. Teachers welcome their feedback regarding the progress made by students undertaking learning activities under their supervision.

The principal with support from the Business Manager (BM) develops the school budget. The principal considers the objectives of the AIP and, in consultation with key staff members

and the BM, develops expenditure areas. The principal and BM utilise historical data and the AIP objectives to develop the budget. Regional finance staff members provide QA processes for the final draft of the budget.

The budget is aligned to the systemic and school priorities to support the educational needs of students. Meetings between the BM and principal are scheduled to track budget expenditure to ensure financial prudence is maintained. The BM articulates that other school operational business impacts on the frequency of these meetings. The balance of funds available at the time of the review is $386 273. Information regarding the budget is shared with staff members and the P&C. Several staff members indicate a preference for more open and transparent budget and resource allocation processes.

The budget supports PD for staff members and access to this funding is through a submission and APDP process.

The physical resources at the school are maintained appropriately. The school grounds are neat and maintained. Most teachers present their classrooms as inviting places in which to learn, where learning resources are accessible. Some staff members comment on the auditory challenges created by the design of classroom spaces.

Improvement strategies

Develop QA measures and processes to monitor resource allocation is producing the desired improvements in staff member capability and student learning outcomes.

Ensure budget and resource allocation processes are open, transparent and align with key school actions and targets.

3.5 An expert teaching team

Findings

The school has a team of enthusiastic and dedicated teachers and teacher aides who display commitment to the school community. They are highly valued by the students and members of the school community.

The principal is cognisant of the need to support all staff members to continually improve their teaching practice focusing on the development of knowledge and skills required to improve student learning.

The cohort teaching teams are supportive of their team members and share resources and expertise to build consistency in content delivery and expectations. In some year level cohorts the sharing of curriculum planning in areas other than English is established.

The school has a professional learning schedule and associated budget to support school priorities. The schedule details, for Semester 1, the focuses of the two-hour collaborative professional learning program meetings held each fortnight. It identifies the leaders of the planned professional learning that is aligned to the school priority areas. In addition, the schedule outlines the program for the expert teaching team meetings that occur on the alternate week each fortnight. During these meetings activities including data discussions, moderation and the updating of the data wall are facilitated. Teachers articulate that the purpose of these meetings can be overtaken by operational matters.

Teachers have current APDPs. Some teachers utilise the Australian Institute for Teaching and Leadership (AITSL) standards for reflection when developing their learning goals. Teachers articulate that they appreciate the opportunity to tailor their professional learning to their needs. The alignment of APDPs and the school priority areas is not clear.

Teacher aides are viewed as an important part of the team and work with teachers within classrooms. Teacher aides indicate that they appreciate the access to PD that has recently been established. Teacher aides and other staff members are yet to develop APDPs plans.

The school has developed a co-plan, co-teach, co-reflect coaching model to build quality teaching in English across the school. All members of the leadership team are involved in the school coaching model. Two effective teaching team teachers are employed to support the school coaching model and currently work in the Year 2 and Year 4 areas. This coaching model is planned to occur twice per week. Other members of the leadership are aligned with remaining year levels to deliver the school's coaching model. Some leadership team members and teachers articulate operational matters prevent their consistent involvement in the process.

SEP teachers have commenced a co-plan, co-teach model for mathematics in their inclusive in-class model of supporting teachers of students with disability. All teachers involved report the success of this model in building confidence and improving student learning.

Teachers in the beginning and early stages of their teaching career appreciate the induction process that includes the mandatory training of the department and an introduction to the school processes and procedures.

The beginning teacher mentors meet regularly with the beginning teachers to discuss their teaching and to provide support and advice. The beginning teachers articulate that the mentor has provided feedback regarding their teaching. Other teachers in the school articulate that they rarely receive feedback regarding their teaching.

Some staff members articulate they would appreciate further ongoing systematic support focused on development of skills required to build strong relationships and improve their teaching practice.

The principal is a member of the local cluster of schools and collaborates with cluster principals to provide opportunities for students.

The principal affirms the importance of building instructional leadership skills for members of the leadership team and staff to support the implementation and embedding of school-identified priority areas within the culture and practice of the school. The principal has engaged a personal coach to assist in their personal leadership development. The coaches are working closely with regional personnel to enhance their coaching expertise.

Improvement strategies

Expand and consistently implement feedback, coaching and mentoring processes to provide opportunities for all staff members to collaborate, share ideas and best practice in teaching and learning.

Implement a process for the development of APDPs for all staff members ensuring alignment with departmental expectations.

3.6 Systematic curriculum delivery

Findings

The school has a sequenced plan for curriculum delivery that is informed by the AC and resourced by the C2C materials. A curriculum and assessment overview for each year level informs teachers what and when to teach and assess in all learning areas. Teachers are aware of the school curriculum plan and are able to access support and resources for their classroom planning.

Each term teachers are released from class to participate in cooperative curriculum planning sessions with support from a member of the leadership team. Planning sessions focus on English and teachers work through a process that starts at the assessment task and marking guide and backward maps to the standard of the AC and the relevant content descriptions. Teachers construct 'know' and 'do' charts for student learning. The consideration of an 'A' exemplar is part of the planning process.

Each year the planning process continues to evolve and deepen. The recent inclusion of a thinking column in the 'know and do' phase of the planning is requiring teachers to identify the opportunities for critical and creative thinking within the unit of work and appropriate questions to stimulate the thinking process. The alignment of the literacy demands of the unit with the literacy continuum is a further planning refinement in the beginning stages.

Teachers identify the cooperative planning process for English as providing clarity regarding what to teach and engendering confidence in their teaching practice. Classroom learning walls are co-constructed with students during the progress of the unit. Some teachers are applying the planning processes to develop learning walls in mathematics and science and some teachers identify further support is required for them to take this next step into other learning areas.

Teachers detail a number of processes for planning classroom curriculum in the other learning areas with some teachers cooperatively planning in their own time and others sharing the different planning responsibilities across the cohort. All teachers reference the C2C resources in other learning areas. Many staff members speak of ongoing informal moderation of student work across the learning areas.

Reflection on the work covered and student understanding following the delivery of a unit, and formal moderation of student achievement are identified as the next steps in curriculum planning development.

Specialist teachers deliver and assess physical education, health, music and intercultural studies. Intercultural studies is providing an alternative program for students until the school's Japanese language program recommences.

The C2C resources include a strong focus on the general capabilities of the AC. The latest school cooperative planning iteration is focusing on a further emphasis on critical and creative thinking and identifying and including the literacy demands of English units in the teaching sequence. Staff members identify the consolidation of Information and

Communication Technologies (ICT) within the curriculum has been hampered by school infrastructure shortfalls that are currently being addressed.

Strong reference to the cross-curricula priority of Aboriginal and Torres Strait Islander histories and cultures is apparent in classroom curriculum.

Students participate in interschool sport throughout the year and have the opportunity to represent their school in district, regional and state carnivals.

The school offers a strong music program that includes classroom music, an instrumental music program, choirs and lunchtime ukulele classes. Parents, students and teachers express high levels of satisfaction regarding the growing success of the instrumental music program, the strong participation of students and the success of the school band in local competitions. 20 per cent of the school population participate in the instrumental program.

Assessment processes align with the curriculum and all teachers use the assessment tasks and marking guides from the C2C resources. The Head of Curriculum (HOC)/deputy principal quality assures the assessment tasks. Some teachers articulate the importance of the formative assessments undertaken in the co-plan, co-teach and co-reflect process in providing differentiation for students and influencing curriculum delivery. The leadership team acknowledges the need to explore the current discrepancies between student LOA, NAPLAN and standardised assessment data.

The school has a number of students on Individual Curriculum Plans (ICP) and these students access a curriculum below their year level. SEP teachers support classroom teachers to develop, deliver and assess students on their individual curriculum. The process for monitoring the progress of students with disability varies across the school. Some teachers take a shared responsibility with the SEP staff to monitor learning and in other cases the monitoring role is undertaken by the SEP teacher.

Report cards are issued each semester and parents/carers have the opportunity to meet formally with teachers twice a year in Terms 1 and 3. Many parents express high levels of satisfaction with the information they receive regarding their child's learning and progress and the availability of teachers to discuss student learning needs.

Improvement strategies

Develop and rigorously implement a school process for internal and external moderation that allows regular and scaffolded discussion regarding student achievement within and outside the school.

Use the triangulation of data to inform assessment administration practices and norms and protocols.

Continue to develop the school curriculum planning processes to encompass all learning areas of the AC.

3.7 Differentiated teaching and learning

Findings

Teachers acknowledge the belief that students are at different stages in their learning and may be progressing at different rates. There is a belief that students can learn successfully if motivated and given support.

The student support team meets fortnightly. Teachers refer students to this committee using the referral process in OneSchool. The committee is made up of the guidance officer, SEP teachers, Head of Special Education Services (HOSES), deputy principal and class teachers. Recommendations from the committee include referral to the Support Teacher Literacy and Numeracy (STLaN), progression to the guidance officer for assessment or counselling, or continued monitoring by teacher and support staff members. This process is yet to include a system of tracking referred students to ensure appropriate follow-up of recommendations.

The consistent use of data across the school to show student improvement, appropriate interventions and enable tracking of individual students is yet to be developed.

The school has recently progressed to an inclusion model for all students with disability. Currently the SEP teachers are implementing a co-plan, co-teach model with the Year 2 cohort of the school in mathematics. SEP teachers are developing their skills in this model and intend to expand its implementation to other classes and students across the school. Some staff members express the need for further PD to cater for the full range of students in their classrooms including students with disability and students from diverse backgrounds. Some teachers report that the behaviour of some students impacts their ability to effectively teach and student's ability to learn.

All students with disability are supported in their learning with personal learning plans and some students have an Individual Support Plan (ISP) to address other learning needs. There are 17 students in the school who have an ICP. ICPs are collaboratively developed by the class teacher and SEP teacher before endorsement by the student's parent. A review of the plans is to be undertaken following a recent regional inclusion seminar.

SEP staff members work in consultation with class teachers to design the reasonable adjustments for students with disability to enable their participation in class and their participation in assessment.

Structural differentiation is apparent in the formation of reading groups utilising data from PM Benchmark testing. The school utilises these ability groups within some classes, particularly in reading in the early years, to provide levels of engaging and challenging work for students. Teacher understanding of and ability to differentiate within ability groups vary across the school. Teachers articulate strategies they utilise to support students with lower levels of achievement as the main focus of their instruction. There is less clarity regarding expected school practice to address the learning needs of higher achieving students.

Teachers identify, on a whole-class basis, the starting points for teaching based on their knowledge of student's current skills, knowledge and leaning needs. The consistent use of data across the school to inform teacher knowledge of students' skills, knowledge and learning needs is not yet apparent.

Students interviewed articulate that they predominantly find class work relatively easy and frequently without challenge. Students indicate that the disruptive behaviour of some students in classrooms impacts their learning.

Students indicate that they receive some feedback regarding their learning in an informal manner from teaching staff members that is yet to be consistent. Some students are able to articulate next steps in learning or the strategies they can utilise to improve their learning outcomes in English using the class learning wall. This process is less apparent in other learning areas.

Some teachers are beginning to set goals with students to improve learning outcomes. Goal setting is yet to be apparent in all classrooms. Many students are not yet able to articulate the next steps in their learning.

The school is developing the use of higher order thinking strategies in English. A consistent strategy in other learning areas across the school is yet to be developed.

Children in out-of-home care have an Education Support Plan (ESP) that is coordinated by the school's guidance officer.

Two students have a negotiated education plan and attend school on a part-time basis. These plans are reviewed in line with the review dates.

Improvement strategies

Enhance school strategies to ensure all stakeholders have a clear understanding of the role they play in inclusive education practices that genuinely support whole-school approaches for all students.

Develop school-wide practices to monitor and track student progress consistently to determine appropriate interventions and their effectiveness in supporting student learning.

Develop within classrooms a consistent approach to the differentiation of learning for all students that makes adjustments for learning and structured and timely interventions.

3.8 Effective pedagogical practices

Findings

School leaders recognise highly effective teaching is the key to improving student learning outcomes. 'Quality Teaching' is one of the key improvement goals outlined in the school AIP. The AIP details the expectation of 'all teachers employing high quality evidence-based practice that is precise and involves monitoring and tracking student achievement to improve student level of achievement data'.

Staff members are aware of the Quality Teaching agenda and endeavour to engage and challenge all students in classroom learning and are able to articulate effective teaching methods they utilise in their day-to-day practice.

The school has a pedagogical framework that references the Gradual Release of Responsibility (GRR) and Sharratt's[1] Five Key Questions. Members of the leadership team have an understanding of the teaching practices they wish to see across the school and some of these practices are outlined in the pedagogical framework. Teachers' clarity and understanding of school pedagogical expectations and their ability to apply these within their classrooms are variable.

The co-plan, co-teach, co-reflect strategy supports teachers to develop expertise in utilising many of the identified quality practices including establishing goals and purpose, developing learning intentions and success criteria, building commitment and engaging students, and providing feedback. Not all staff members access the coaching and feedback opportunities. Many staff members identify as being open and willing to participate in modelling, mentoring, peer coaching and feedback processes.

The school has developed a detailed planning process to support teachers understand the classroom application of aspects of the pedagogical framework, particularly the development of learning intentions and success criteria.

Classroom teachers develop learning walls for English and speak confidently regarding how they effectively utilise these to support student learning. Some teachers are expanding their use of learning walls to include mathematics and science. The leadership team articulates the goal of learning walls as 'providing the second teacher in the room'. Some teachers discuss how the wall is utilised to differentiate for students experiencing difficulties and those who require extension. Most students are able to discuss the importance of the learning wall in their learning. A detailed document outlining school expectations regarding the development learning walls and their use in the classroom is developed and well understood by teachers.

The Essential Skills for Classroom Management (ESCM) are viewed as an integral part of the school's PBL program. Staff members identify managing student behaviour, particularly of those students with complex wellbeing, learning and engagement needs, as challenging and would welcome further support in this area. The leadership team acknowledges the

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[1] Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.

need to provide regular, ongoing support and opportunity for teachers to engage in PD regarding ESCM and supporting students with complex and challenging behaviours.

Teachers provide feedback to students through a traffic light system, red - not yet at level, yellow - at level, and green - exceeding the level. Students understand the traffic light system and in some classrooms there are examples of written and verbal feedback to students indicating the next steps for learning.

Improvement strategies

Collaboratively develop and establish clear understanding of which signature pedagogies define Quality Teaching at the school.

Refine the school coaching and feedback processes for all staff members to receive timely and regular feedback that enables self-reflection and adjustment of teaching practice.

3.9 School-community partnerships

Findings

The school views parents and families as important partners in their child's education and is committed to developing opportunities for them to participate in their child's learning development. Whole-school events including athletics carnivals and Under 8's Day are recognised as opportunities for staff members to interact with a larger number of parents, many of whom may not usually visit the school or classrooms.

The school employs a dedicated Indigenous CLO in a full-time capacity. The role is specifically linked to the wellbeing of all members of the school community. The CLO offers support to families in crisis through coordination of community support services, by in-kind and financial support. This support includes a partnership with Coles Supermarkets that provides grocery items for the Breakfast Club and food hampers that are distributed twice a week to support families of students attending the school.

Positive relationships are established regarding the transitioning of students to the Prep year with the onsite Kelso Crèche and Kindergarten (C&K) and Village Kids Kelso. Transition activities during the year include visits to the school library, invitations to participate in sports day, Prep classroom visits in Semester 2, Under 8's Day and invitations to school community events.

The school offers a 'Play and Stay' day to the wider community in Term 4 each year. The principal has indicated the willingness to expand the transition to Prep processes and has approached all the local early years learning centres regarding forming a Professional Learning Community to further the opportunities for enhancing smooth transitions to Prep. This initiative is welcomed by local early years staff members. Kindergarten staff members acknowledge the improving relationship between the school and early years learning centre. They are enthusiastic to progress this relationship further, including the sharing of curriculum.

Strong transition links are established with Thuringowa State High School with the majority of Year 6 graduates attending the school to begin their junior secondary education. The high school offers a 'taster' day to all Year 6 students during Term 1 whereby students experience learning in some specialist teaching areas. Additionally, staff members from the high school visit the school to discuss with teachers, students and members of the leadership team the enrolment processes and to gain specific student information for perspective enrolments. An orientation day is held during Term 4.

The relationship between Thuringowa State High School and the school is further strengthening through the shared instrumental music program and the Global Tropics Future project.

Students from the school have the option of practising and performing with the Thuringowa State High School concert band once they complete the instrumental music level one book. The shared instrumental music teacher ensures travel barriers are mitigated to allow

students the opportunity to advance their skills through performing with more experienced musicians.

The Global Tropics Future project is a joint Science, Technology, Engineering and Mathematics (STEM) initiative between James Cook University (JCU), Thuringowa State High School and 24 schools throughout North Queensland. The project has a core goal of engaging students in STEM learning from Year 5 through to university graduation. Young scholars participate in a range of face-to-face and virtual classroom lessons in solving authentic, real-life STEM challenges. Staff members indicate that students who participate in the Global Tropics Future project frequently go on to enrolment in the elective Year 7 subject called iSTEM (Integrated STEM).

The chaplain works at the school two days per week, working with individual students in classrooms. The chaplain has recently commenced work at the school and plans to offer a suite of programs to support the wellbeing of students and to foster resilience.

The school enjoys the support of an active P&C whose fundraising ventures are targeted at building community unity. The association has an altruistic moral imperative and organises school community events that bring all members together through their common bond of being members of the Kelso school community. In partnership with the school, the P&C conducts a number of fundraising ventures including raffles, discos and a highly anticipated Colour Run. The P&C operates a school tuckshop three days a week solely through volunteer participation.

In partnership with the Salvation Army the school offers the Sports Leadership Indigenous Program (SLIP) to Year 5 students. A neuroscience and Rock and Water program provided by 'Me Too' and funded by allied health are delivered to Years 5 and 6 students. These programs have been part of the upper school learning program for a number of years.

Improvement strategies

Deepen partnerships with early childhood providers to promote collegial networking opportunities and ensure successful student transitions.