

# Kelso State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **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

<b>Location:</b>	Yvette Street, Kelso
<b>Education region:</b>	North Queensland Region
<b>Year opened:</b>	1985
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	538
<b>Indigenous enrolment percentage:</b>	35 per cent
<b>Students with disability enrolment percentage:</b>	10 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	882
<b>Year principal appointed:</b>	Semester 2, 2017
<b>Full-time equivalent staff:</b>	28.5
<b>Significant partner schools:</b>	Rasmussen State School, Thuringowa State High School
<b>Significant community partnerships:</b>	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
<b>Significant school programs:</b>	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 in 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.