

Kelso 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 Education Improvement Branch (EIB) at **Kelso State School** from **3 to 6 May 2022**.

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.

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

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Cameron Wayman	Internal reviewer, EIB (review chair)
Noel Baggs	Internal reviewer, EIB
David Manttan	External reviewer

1.2 School context

Indigenous land name:	Thul Garrie Waja – land Bindal and Wulgurukabar – people
Location:	Yvette Street, Kelso
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	381
Indigenous enrolment percentage:	40 per cent
Students with disability percentage:	23.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	871
Year principal appointed:	2017



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Inclusion (HOI), Head of Department – Curriculum (HOD-C), Speech Language Pathologist (SLP), occupational therapist, early years coach, guidance officer, 14 teachers, seven teacher aides, two administration officers, two cleaners and schools officer.

Community and business groups:

- Three school crossing supervisors, community participation officer, The Smith Family representative, Salvation Army representative, and community hub coordinator.

Partner schools and other educational providers:

- Deputy principal of Thuringowa State High School.

Government and departmental representatives:

- Deputy Mayor of Townsville City Council and two ARDs.



2. Executive summary

2.1 Key findings

Positive and caring relationships between staff and students for successful learning is valued across the school.

Students speak positively of their teachers and respect their support and guidance in learning. Staff members work to build mutually respectful relationships across the school community and talk positively of students and their successes in learning. Students and staff speak highly and proudly of their school. Parents greatly value the caring nature that is apparent across the school.

Teachers articulate that they value the Student Work At The Table (SWAT) collaborative process.

School leaders spend time working with teaching staff in SWAT meetings each week. Teachers review data for their class to inform implementation of the next curriculum unit and support planning for differentiation. They discuss the utilisation of data to inform classroom practice. The use of this process strengthens opportunities for staff to evaluate the effectiveness of teaching practices and make adjustments to their teaching sequence.

The principal is committed to developing a highly knowledgeable leadership team with a comprehensive range of skills to meet the needs of the school, staff and students.

Members of the leadership team work together to support staff and students, and have built positive relationships with parents and the wider community. The principal recognises the value of building leadership capability in the school by providing opportunities for school leaders to develop their capability as instructional and cultural leaders. School leaders express that building their capability as instructional and cultural leaders may positively influence the success of the school's Explicit Improvement Agenda (EIA).

Most staff indicate that behaviour for most students has improved with the consistent implementation of Positive Behaviour for Learning (PBL) practice for Tier 1 students.

Teachers acknowledge the Berry Street Education Model¹ (BSEM) has assisted them in making decisions to benefit student learning and engagement in their classrooms. Many staff members describe situations of managing challenging behaviour demonstrated by some students. Some teachers and teacher aides express concern with matching the strategies of both programs and the need to have strategies for students who display challenging behaviour and disengagement from learning.

¹ Berry Street (2022). *Berry Street Educational Model*. <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



Through the Annual Improvement Plan (AIP), it is articulated that the school is striving to achieve socially just and inclusive practices for all students.

Within the AIP, there are five key actions with their own descriptions and a number of performance measures. Many staff articulate their AIP as SWAT, Promoting Literacy Development (PLD), PBL, inclusion, and transitions. Some staff share that they are unsure of the roles and responsibilities of all the leadership team in implementing these key actions. An AIP that clarifies the expectations and accountabilities of all staff members in reaching the desired outcomes is yet to be developed.

School leaders acknowledge the need to develop staff capability in data analysis to reflect on practice and inform curriculum planning.

Teachers review class data to inform implementation of the next curriculum unit and support planning for differentiation. Teachers discuss the utilisation of data to inform classroom practice. Some teachers articulate an understanding of parts of the data plan and how it is used to inform practice. School leaders indicate that the School Online Reporting Dashboard (SORD) is a developing source to access and analyse key data sets to identify priority areas for improvement and to monitor progress over time. A clear understanding of how this data is utilised to inform teaching is yet to be clearly articulated by all staff members.

A school-wide process to realign resources and restructure processes to give effect to the department's current inclusive education policy is being developed.

Some staff comment that their understanding of the school's model of inclusion is evolving. Some teachers indicate a desire to enhance their understanding of the inclusive agenda being progressed by the school, and better understand their role in ensuring its successful implementation. A unified vision of how this model is enacted and its underlying philosophies is continuing to develop amongst support staff and class teachers.

All staff articulate the importance of creating an inclusive environment that caters to the needs of all students.

The school's inclusive practices are underpinned by a belief that students are able to access and fully participate in learning alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is implemented in many aspects of school life and is supported by culture, policies and everyday practice.

School leaders seek ways to engage with the local community and organisations to enhance student learning opportunities.

Some school partnerships are long-standing and demonstrate commitment to a common purpose. Community Hubs Australia, in collaboration with Scanlan Foundation, are funding a Community Hub. The Salvation Army delivers the Sports Leadership Indigenous Program (SLIP). The Brotherhood of St Laurence operates the Home Interaction Program for Parents and Youngsters (HIPPY) that is funded by the Australian Government. Families connect with Uniting Care for an early childhood approach to transitioning to school. The Community Gro cultural engagement officer works with students to develop social and emotional skills in a



culturally sensitive way. The Parents and Citizens' Association (P&C), with a newly appointed executive, operates the school's Kooka's Kitchen, and seeks further strategic projects to enhance and support the school.



2.2 Key improvement strategies

Strengthen the instructional leadership capabilities of school leaders and develop systematic processes for intentional collaboration between staff to create opportunities for distributed leadership of school priority areas.

Build strategies and support systems through instructional and cultural leadership to further embed PBL practices and the BSEM to address challenging and disengaging behaviours displayed by some students.

Review current processes for constructing an AIP to ensure there is clear alignment with the work that is occurring with measures that are relevant and linked, in addition to explicitly outlining the roles and responsibilities of all staff, including the leadership team, in enacting the AIP.

Strengthen teacher capability in academic Level of Achievement (LOA) data analysis, both formative and summative, to reflect on practice and inform teaching and learning cycles.

Further align a culture of inclusion, agreed whole-school inclusive practices, and collaborative planning so all teachers make the Australian Curriculum (AC) accessible for all learners.