

# Kippa-Ring 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 School Improvement Unit (SIU) at **Kippa-Ring State School** from **6 to 8 March 2019**.

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.

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

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Rhonda Jones	Peer reviewer
John Enright	External reviewer



## 1.2 School context

<b>Location:</b>	Elizabeth Avenue, Kippa-Ring
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1960
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	333
<b>Indigenous enrolment percentage:</b>	16 per cent
<b>Students with disability enrolment percentage:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	935
<b>Year principal appointed:</b>	2019
<b>Day 8 Staffing Teacher Full-time equivalent numbers:</b>	14 class teachers
<b>Significant partner schools:</b>	Clontarf Beach State School, Clontarf Beach State High School, Redcliffe State High School, Hercules Road State School
<b>Significant community partnerships:</b>	Mimi's House, Queensland University of Technology (QUT) - Extreme Science Workshops, QUT- Exploring Uni, early childhood centres
<b>Significant school programs:</b>	Reading and Writing program, Perceptual Motor Program (PMP), Finger Gym – Prep and Year 1, You Can Do It! (YCDI), Michael Heggerty Phonemic Awareness program, Performing Arts, Glee Club, Speech program, YuMi Deadly Maths (YDM)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Curriculum Coordinator (CC), 16 classroom teachers, two Special Education Program (SEP) teachers, Support Teacher – Literacy and Numeracy (STLaN), guidance officer, Speech Language Pathologist (SLP), Health and Physical Education (HPE) teacher, performing arts teacher, seven teacher aides, Business Manager (BM), two administration officers, school chaplain, school data team, 24 parents and 62 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Mimi's House coordinator, Outside School Hours Care (OSHC) program coordinator and local aged care centre manager.

Partner schools and other educational providers:

- Principals of two feeder high schools, coordinator kindergarten and early learning centre and Positive Learning Centre teacher.

Government and departmental representatives:

- Federal Member for Petrie and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2018-2021
School budget overview	School Data Profile (Semester 2, 2018)
OneSchool	Responsible Behaviour Plan for Students
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation map for reading
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Headline Indicators (October 2018 release)
School based curriculum, assessment and reporting framework	





## 2. Executive summary

### 2.1 Key findings

#### **A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.**

These are cornerstone beliefs of the school and intrinsic to the positive partnerships that exist between home, school and community-based groups. All staff members articulate an understanding of the importance of respectful relationships as essential to successful learning, and work to build these relationships across the school community. Staff, students and parents articulate that interactions across the school community are caring, polite and inclusive.

#### **School leaders are working with teachers to lift learning outcomes for students.**

Each teacher has identified two focus students in an endeavour to improve their performance in English from a 'D' Level of Achievement (LOA) to a 'C' LOA. Teachers are using literacy data, classroom observations, focused analysis and goal setting processes to track and support the learning of these students. Year level data walls are established to display these students' outcomes against the planned assessment tasks in English. Teachers are engaging in this process and demonstrate high levels of commitment to lifting the learning outcomes of these, and other, students.

#### **Staff members articulate there is a strong collegial culture of mutual trust and support apparent across the school.**

Positive relationships exist amongst staff members, with many expressing a strong sense of belonging to the school community. A willingness of staff members to engage in professional dialogue aligned to improved student learning and wellbeing is apparent. Staff members display high levels of professional energy in the work they do in the school. Many staff members have been committed to working in this school community for lengthy periods of time.

#### **The principal is new to the school in 2019 and is working with other members of the leadership team to determine the model for shared leadership.**

A statement of roles and responsibilities for school and teacher leaders is drafted and is in the early phases of guiding their work in the school. Negotiations are continuing within the leadership team regarding leadership roles and individual responsibilities. The principal indicates a desire to develop plans that detail key areas of responsibility, aligned to the school's core priorities, that are regularly monitored against agreed actions, implementation timelines and key deliverables to guide the work and accountabilities of school leaders. Other members of the leadership team are supportive of this process.



**The school's leadership team and teaching staff members express a commitment to implementing curriculum programs aligned to the Australian Curriculum (AC).**

Curriculum planning has a strong focus on the use of Curriculum into the Classroom (C2C) resources in all learning areas except English. Consistent reference to the achievement standard and content descriptions of the AC is variable in the planning of curriculum units in these learning areas. The school's leadership team is committed to supporting teachers to use the model for planning units in English, to collaboratively plan curriculum units in other learning areas. There is a commitment to quality assuring these units for balance and coverage against content descriptions and achievement standards.

**The school team is committed to improving learning outcomes for all students.**

During 2018, strategies were established to promote consistent practices in the teaching of reading through the development of quality standards of practice relating to the Gradual Release of Responsibility (GRR) model. There is now a plan to develop similar standards for the teaching of writing in classrooms. The leadership team is committed to working with classroom and specialist teachers to ensure sufficient time and support are provided to teachers to effectively implement the agreed strategies aligned to the Explicit Improvement Agenda (EIA) and regularly monitor implementation leading to a consistency of practice.

**The leadership team articulates the belief that reliable and timely data regarding student outcomes is crucial to the school's improvement agenda.**

Currently, the curriculum coordinator works with year level teams to interrogate student learning data. Aspects of the cycle of inquiry are being used for teachers to consider their class data and to plan appropriate responses. This process is helping to inform strategies featuring on each teacher's differentiation map that they are using to guide future teaching and learning processes in reading. These aspects of school-wide data analysis are in the early phases of implementation with levels of understanding of, and support for, this process emerging. The leadership team is committed to working with teachers to strengthen the culture of self-evaluation and reflection to enable deeper discussions of data, generate strategies for continuous improvement and monitor progress over time.

**The school team is working to enhance the model for inclusion provided at the school.**

School leaders are committed to prioritising time to collaborate with the school support team, classroom teachers, regional personnel and school community members to generate an enhanced model for inclusion at the school that aligns closely to system policies and expectations. Through this process the principal is committed to strengthening strategies to ensure inclusive education practices at the school genuinely support a whole-school approach for students with disability and other students with diverse needs.



**The school has clear strategies to promote appropriate behaviour.**

Staff members, students and parents indicate that student behaviour across the school has improved in recent years. School leaders and staff members have worked hard to develop a shared understanding of behaviour practices and processes used across the school. This has resulted in greater consistency in the implementation of the Responsible Behaviour Plan for Students (RPBS) leading to improved behaviour. School strategies to promote appropriate behaviour include acknowledgement of positive behaviour choices and processes to support students to better engage in teaching and learning.

**Teachers are working with the curriculum coordinator to identify what they want their students to know and do in the learning area of English.**

Features of the curriculum planning process involve all teachers engaging in pre-moderation where the assessment task and Guide to Making Judgements (GTMJ) are commonly agreed to and the 'A' assessment exemplar is unpacked. Teachers are using an assessment alignment process to help them understand the various LOAs. The development of an anchor chart is assisting teachers to improve their knowledge of the AC through consistent reference to content descriptions and achievement standards.

**The school has developed seven quality standards for the teaching of reading that are based on aspects of the First Steps in Reading.**

These are designed to assist teachers in the delivery of a balanced reading program and are valued and used by teachers to develop their practice in this area and to achieve school-wide consistency. Quality practices in guided reading are being monitored by providing teachers with detailed feedback on their classroom practices.





## 2.2 Key improvement strategies

Develop a statement of roles and responsibilities for school and teacher leaders that includes key deliverables, associated actions and implementation timelines for portfolio priorities for each leader that support the work of school staff.

Embed the model for planning units in English and use this process to collaboratively plan curriculum units in other learning areas that are aligned to the AC and quality assured for balance and coverage against content descriptions and achievement standards.

Ensure sufficient time and support are provided to teachers to implement agreed strategies aligned to the EIA and regularly monitor implementation of these leading to a consistency of practice across the school.

Strengthen the culture of self-evaluation and reflection to enable deeper discussions of data, generate strategies for continuous improvement and monitor progress over time.

Strengthen strategies to ensure inclusive education practices at the school genuinely support a whole-school approach for students with disability and other students with diverse needs.