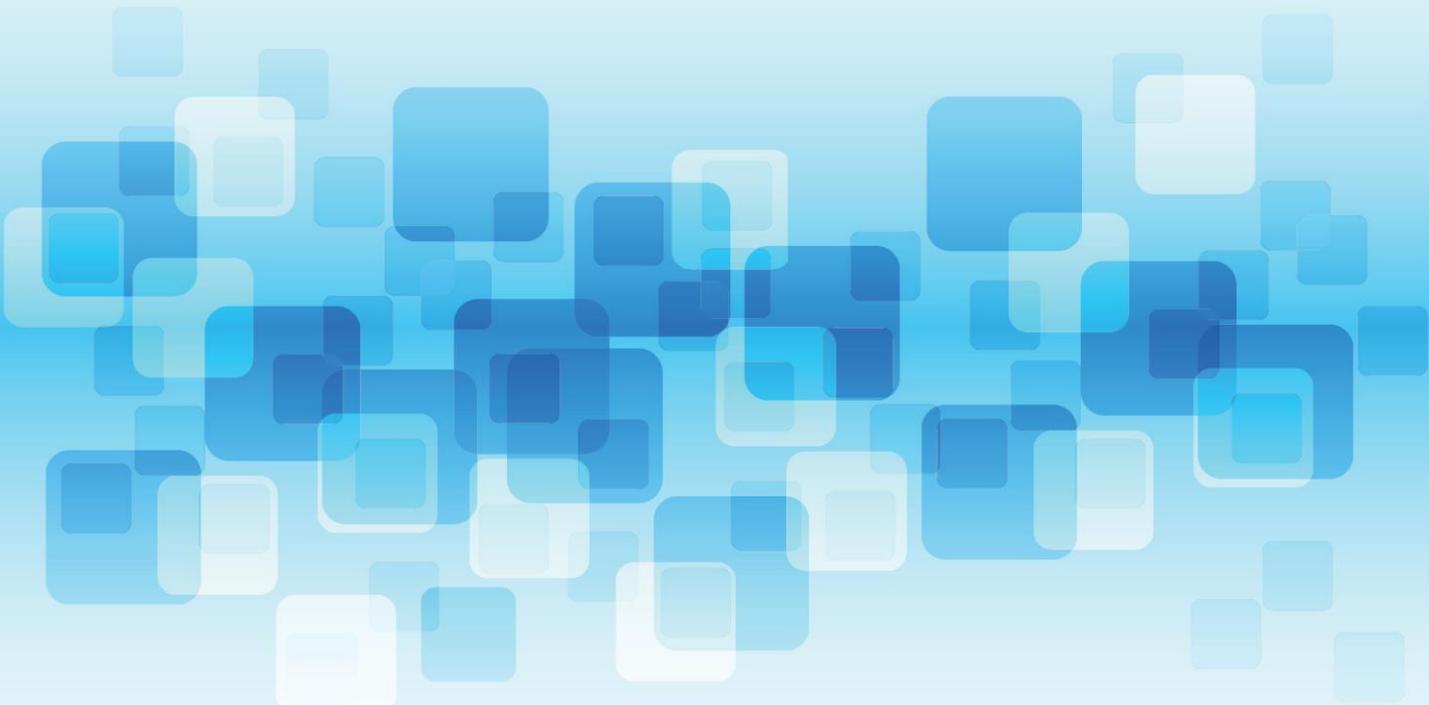




School Improvement Unit Report

Kilcoy State High School Executive Summary



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kilcoy State High School** from **12 to 14 September 2016**.

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 which prioritise future directions for improvement.

The 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/ Principal Supervisor to discuss the review findings and improvement strategies.

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

1.1 School context

Location:	Seib Street, Kilcoy
Education region:	North Coast Region
Year opened:	1963
Year levels:	Years 7–12
Enrolment:	416
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	964
Year principal appointed:	2013
Full-time equivalent staff:	42
Significant partner schools:	Kilcoy State School, Mt Kilcoy State School, Woodford State School, Delaneys Creek State School



Significant community partnerships:	Department of Education and Training North Coast Region — Training and Skills, Queensland Fire and Emergency Service — Rural Fire Service Queensland, Somerset Regional Council, University of Queensland - Gatton Campus, Technical and Further Education (TAFE) Queensland, Kilcoy Pastoral Company, Queensford College
Significant school programs:	Certificate II and III in Rural and Fire Operations, New Pedagogies for Deeper Learning project

1.2 Review team

Julie Warwick	SIU (review chair)
Jo Soothill	Peer reviewer
Ken Rogers	External reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, four Heads of Department (HOD), 22 teachers, two guidance officers, Business Services Manager (BSM), three teacher aides, scientific operations officer, agriculture assistant, facilities officer, tuckshop convenor, two cleaners, eight parents and 44 students from Years 7 to 12

Community and business groups:

- Graham King, Area Training and Support Officer, Queensland Fire and Emergency Services

Partner schools and other educational providers:

- Principal of Mt Kilcoy State School, Principal of Kilcoy State School and High Impact Instructional Leadership Project facilitated by Dr Tina Doe

Government and departmental representatives:

- Mary Coverdale, Assistant Regional Director (ARD)
- Jennifer Williams, North Coast Region Inclusion Coach



1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (25/05/16 release)	School Data Profile Semester 2 2016
OneSchool	School budget overview
Professional learning plan 2016	Curriculum planning documents
Literacy Program Plan	School Opinion Survey
School pedagogical framework	Professional development plans
2016 School data plan	School newsletters and website
Responsible Behaviour Plan	

2. Executive summary

2.1 Key findings

The leadership team is driving a strong improvement agenda focused on quality teaching and linked to the school's 'Prepared, Engaged, Performing, Aspiring, Responsible' (PEPAR) Framework for Success.

In 2016, reading and thinking skills are identified as key improvement agenda focus areas. Staff members are able to consistently identify the school's improvement priorities and articulate a shared belief that quality teaching is central to further improvement in student achievement. Actions of the improvement agenda are shared with staff members, students, the community and the Parents and Citizens' Association (P&C) and are highly visible across the school.

The school leadership team views reliable and timely student data as crucial to the school's improvement agenda.

R6 ladders in senior years and 'How am I going?' data walls in junior years are displayed in most classrooms and show point-in-time achievement. Most teachers use the knowledge of learners' profile to record learning adjustments for students in their planning and some teachers indicate that they discuss this data with heads of department. *Student Learning Achievement Profiles (SLAP)* are used for reflection and goal setting with students in each class each term. Students report they value this process. Some students state that they discuss their reflections with parents and teachers.



The school is driven by a belief that every student can learn and make progress, and a culture of high expectations and strong relationships is apparent across the school.

The school presents as calm and orderly and is focused on learning. Relationships between staff members and students are positive and respectful. Students, staff members and parents speak well of the school and value its friendly and professional culture. Students communicate that they feel cared for by staff members and that positive relationships exist within the school between students and staff members.

There are a number of strategies to address the identified learning needs and these are appropriately resourced.

Students who have verified disabilities are integrated into mainstream classes. Currently, no students have Individual Curriculum Plans (ICP) or Individual Support Plans (ISP). Additional in-class and structural support, alongside adjustments to curriculum and assessment, is established. Planning in English and mathematics is moving towards all students being able to meet Australian Curriculum (AC) standards. Specialist teachers and teacher aides provide in-class support to students with disabilities and other learning needs.

The school leadership team views the development of the school's staff members into an expert learning and teaching team as critical for improving outcomes for all students.

The classroom observation process involves teachers observing each other's practice, providing feedback and learning from each other to improve the impact on student learning. Walkthroughs are conducted by members of the executive leadership team and the master teacher.

The school has a documented school curriculum plan and associated senior secondary and junior secondary handbooks for students and parents.

The school is working to ensure appropriate scaffolding and total compliance with requirements of the AC. A process has been undertaken to review and revise assessment tools and practices across the school to ensure that all assessment practices are valid, reliable and consistent.

School leaders explicitly encourage teachers to tailor their teaching to student needs and readiness.

There has been significant strategic work to provide consistency of assessment tasks across the school and differentiated assessment for students who need adjustment. The focus on embedding the thinking skills framework into units and assessment in the junior school is a strategy intended to lift student achievement and better cater for high achieving students.



The school leadership team is committed to continuous improvement in teaching practices throughout the school and have identified quality teaching as their Explicit Improvement Agenda (EIA).

The school has a documented pedagogical framework based on valid research and informed by Marzano's Art and Science of Teaching (ASoT)¹ framework. It is based on establishing consistent routines and maximising student engagement through clear articulation of the learning goals and success criteria.

The school is well-regarded within the community.

A sense of pride is displayed by stakeholders. The school has a broad range of developed partnership arrangements with other education and training institutions and local businesses.

2.2 Key improvement strategies

Continue to build and embed Quality Assurance (QA) processes to ensure appropriate alignment and rigour in curriculum and assessment programs.

Fully implement the classroom observation program incorporating clear protocols for walkthroughs and formal feedback visits to enhance the development of an expert teaching team.

Develop a consistent, whole-school approach to curriculum planning to ensure that all AC content descriptions are covered and all students are provided with opportunities to demonstrate the AC achievement standards.

Consolidate feedback loops in the school to ensure that relevant data such as *SLAP*, data walls and knowledge of learner profiles is used to inform teacher planning and support QA discussions between Heads of Department (HOD) and teachers.

Further develop, document and implement differentiated learning experiences for high performing students. Continue to work with the regional inclusion coach to implement ICP and ISP for identified students

¹ Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.