

Kilcoy State High 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 **Kilcoy State High School** from **20 to 22 October 2020**.

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.

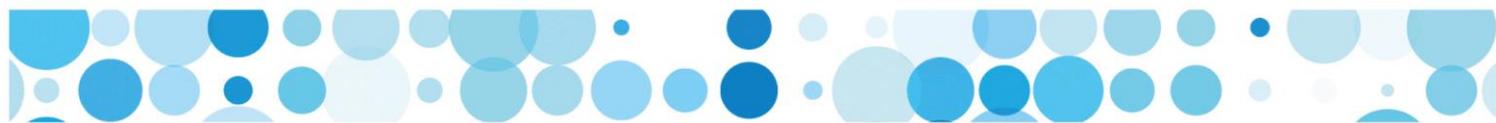
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Brian O'Neill	Peer reviewer
Danny Keenan	Peer reviewer



1.2 School context

Location:	Seib Street, Kilcoy	
Education region:	North Coast Region	
Year levels:	Year 7 to Year 12	
Enrolment:	458	
Indigenous enrolment percentage:	6.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	11.35 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	969	
Year principal appointed:	2013	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, five Heads of Department (HOD), guidance officer, Business Manager (BM), 22 teachers, chaplain, two administration officers, agricultural assistant, Information Technology (IT) technician, three teacher aides, 24 students, 11 parents, canteen convenor, canteen assistant and president of Parents and Citizens' Association (P&C).

Community and business groups:

- External consultant and executive director of The Learner First, Australia, coordinator education and youth engagement Metro North Hospital and Health Service and area training and support officer Rural Fire Service Queensland, Queensland Fire and Emergency Services (QFES).

Partner schools and other educational providers:

- Principal, Kilcoy State School, principal, Mount Kilcoy State School, principal, Woodford State School, principal Delaneys Creek State School and former HOD–Deep Learning, Coherence Alliance Cluster.

Government and departmental representatives:

- Councillor for Somerset Regional Council and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
School pedagogical framework	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School data plan and testing schedule	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting plan (CARP)
Literacy Strategic Improvement Plan 2018-2021	School improvement targets



2. Executive summary

2.1 Key findings

The principal articulates that the school's vision, '*Expecting the best, achieving success*', guides the school's focus in curriculum, teaching and learning.

Staff members are dedicated to improving learning outcomes for all students. Clear beliefs for learning and high expectations for achievement, behaviour, engagement and attendance have been established. Teachers and teacher aides demonstrate a shared understanding of, and commitment to the school's Explicit Improvement Agenda (EIA) of 'Deeper Learning'.

The principal and staff demonstrate a passionate understanding regarding the importance of positive and caring relationships to successful learning.

Students articulate a sense that they will be cared for and supported at the school. Staff members speak of the desire to make every student feel embraced and supported. High expectations are embodied in the school's framework for success – 'PEPAR'. Students reference the five pillars of 'Prepared, Engaged, Performing, Aspiring and Responsible'. The school has documented processes for managing student behaviour and these are well known to students. Classrooms are calm, with a clear focus on learning apparent.

Parents, students and teachers articulate that one of the many positive aspects of the school is that teachers know and care for the students.

Teachers are committed to engaging and motivating students by planning lessons that address students' areas of interests. Teaching staff recognise the importance of knowing where students are at in their learning journey. The leadership team and all staff members are committed to the belief that all students are capable of learning successfully when motivated and provided with the appropriate learning opportunities, challenges and support.

There is a shared belief that ongoing professional learning strengthens teacher capability and the refinement of teaching practices.

The principal identifies the need for a systematic approach to providing regular and detailed feedback to teachers regarding their use of the school's pedagogical framework. Teachers acknowledge that modelling, coaching and feedback were an effective means of developing capability during the initial implementation of New Pedagogies for Deep Learning (NPDL). Some teachers express a desire to receive feedback from members of the school's leadership team.

The importance of literacy is recognised by all staff members.

A literacy strategic improvement plan is documented, identifying the school's vision for literacy as 'students achieving success in literacy through a range of embedded school-wide strategies in every classroom, every day'. Teachers describe a number of strategies they use to develop student skills in the area of reading and writing. A consistent set of high-yield strategies is yet to be consistently referenced by members of the teaching team.



School leaders are committed to providing an extensive and highly engaging curriculum to meet the diverse needs of all students at the school.

They recognise the importance of systematic curriculum delivery, and have documented an explicit, coherent and sequenced curriculum, assessment and reporting plan. School leaders and teachers identify a high level of familiarity with all aspects of the Australian Curriculum (AC). The 'Kilcoy Inquiry Cycle – Unit Plan' (KIC-UP), is used consistently across the school. Before being administered to students, all assessment tasks pass through a rigorous review process. Executive leaders describe the veracity of current processes and acknowledge the need to sustain curriculum planning, alignment and Quality Assurance (QA) at the school.

The school is committed to continuous improvement.

School leaders are building a culture whereby evaluation and feedback are standard practice. Integral to this is the collection and review of data as the basis for decision making. The principal indicates that school-wide analysis and discussion of reliable student data is an essential component of school improvement. There is a shared understanding that leaders and teachers need to focus on data that informs everyday teaching practice. A systematic approach to the implementation of diagnostic testing is apparent. Teacher understanding of diagnostic testing instruments and how these tools allow teachers to determine the next steps for learning varies.

A strategic approach to the ongoing allocation of resources is established at the school.

Priority is given to targeting human resources, funding expertise towards school priorities, and meeting the learning and wellbeing needs of all students. School-wide policies and practices are established to assist in identifying and addressing student needs.

The leadership team is aware of the importance of building a highly capable teaching team in order to promote improvements in student outcomes.

The school is an active member of the Coherence Alliance Cluster, and works collaboratively with six other state high schools to enact Deep Learning. School leaders are highly regarded by their colleagues. In each of the past three years, staff members have made national or international conference presentations regarding the school's use of NPD.

The school actively seeks to build partnerships with external agencies and the community to enhance learning and wellbeing, and deliver improved achievement and post-school outcomes.

Students, parents, and community members speak positively about the school and the commitment of all staff members. Parents identify communication between the school and families as timely and supportive. Families and the wider community are very proud of their local state high school.



2.2 Key improvement strategies

Devise and implement a formalised and systematic approach for observation and feedback from school leaders to teachers regarding their use of the pedagogical framework.

Build teacher capability regarding the school's signature strategies for the teaching of reading and writing.

Sustain current processes for curriculum planning, alignment and QA.

Intentionally formalise opportunities for teachers to enhance their data literacy skills and understand the role of data in informing the next steps for student learning.