Koumala State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Koumala State School** from **19** to **21 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

Darren Marsh   Internal reviewer, SIU (review chair)

David Brand   Peer reviewer

Georgia O'Shea   Peer reviewer

1.2 School context

Location:	Bull Street, Koumala
Education region:	Central Queensland Region
Year opened:	1922
Year levels:	Prep to Year 6
Enrolment:	103
Indigenous enrolment percentage:	7 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	976
Year principal appointed:	2015 – substantive principal March, 2019 – acting principal
Day 8 Staffing teacher full-time equivalent (FTE):	7.3
Significant partner schools:	Sandy Creek Cluster including Swayneville State School, Chelona State School, Dundula State School, Homebush State School; Sarina Cluster including Sarina State School, Alligator Creek State School, Sarina State High School
Significant community partnerships:	Koumala Progress Association (KPA), Koumala Country Women's Association (CWA) Branch, Sarina Returned and Services League of Australia (RSL)
Significant school programs:	Student council, Science, Technology, Engineering and Mathematics (STEM) program, Magic and Fry sight words

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

> Substantive principal, acting principal, Head of Curriculum (HOC), six teachers, students with disability teacher, Support Teacher Literacy and Numeracy (STLaN), four teacher aides, Business Manager (BM), cleaner, chaplain, Speech Language Pathologist (SLP), guidance officer, playgroup volunteer, 63 students, 20 parents, student leaders, bus driver and Parents and Citizens' Association (P&C) president.

Community and business groups:

> KPA representative, Koumala CWA Branch representative and Sarina RSL representative.

Partner schools and other educational providers:

> Principal of feeder high school and cluster principal.

Government and departmental representatives:

> State Member for Mirani and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Koumala Staff Notices
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Curriculum at a Glance Framework	Curriculum planning documents
Reading Program	School differentiation flowchart
School pedagogical framework	School newsletters and website
School Assessment Schedule	Responsible Behaviour Plan for Students
School Opinion Survey	

2. Executive summary

2.1 Key findings

The tone of the school is calm, positive and friendly.

Students of the school demonstrate exemplary behaviour and function as a strong student community group. This is demonstrated by student leaders who promote high expectations for their younger peers. The school promotes and maintains an environment reflective of its expectations that all students will learn successfully.

The school community articulates that the quality of relationships and trust between students, teachers and the principal is a highly positive aspect of the school's culture.

Students and parents speak with pride regarding the school and articulate that their interactions with school staff are caring, polite and inclusive. Parents express the belief that teachers are approachable and willing to support their child's learning and wellbeing.

A jointly constructed school philosophy of '*believe, strive, achieve together'* exists at the school.

This informs the strategic plan that includes advancing creativity in learning, developing teacher capability, and the collection, analysis and use of data. The school's Explicit Improvement Agenda (EIA) focuses on the development of an expert teaching team through the use of the Australian Curriculum (AC) and the use of data as well as fostering a whole school community approach to the Early Years. Most staff members are able to articulate some parts of the EIA and related improvement strategies. The principal acknowledges the alignment of the EIA strategies including implementation timelines, targets, success checks and responsible officers is an area for ongoing development.

A whole-school curriculum plan is developed that is aligned to the AC.

The plan utilises Curriculum into the Classroom (C2C) units for each learning area and is known as 'Curriculum at a Glance'. An outline of the expected C2C units to be covered each term for each year level is included in the plan. Development of a whole-school curriculum framework that includes reading, writing and numeracy programs, aligned to the AC is acknowledged by the principal and the Head of Curriculum (HOC) as an area for review and refinement. Teachers express the desire to further deepen their understanding and application of the AC, including the use of general capabilities and cross-curriculum priority areas.
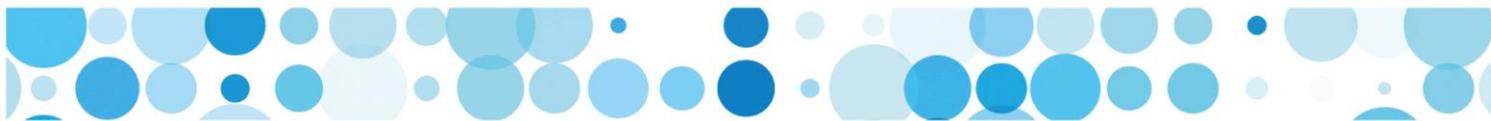
The school pedagogical framework promotes the State School Strategy and School Improvement Model in addition to reflecting Hattie's[1] focus on effect size.

The principal is committed to keeping informed of research and best practice and regularly promotes this through access to a range of professional learning readings. Teachers acknowledge that they have some understanding of the school's pedagogical approaches. Consistent implementation of agreed teaching practices within the pedagogical framework is yet to be developed.

The importance of a school-wide system that enables the collection, analysis and discussion of student outcome and wellbeing data is acknowledged by the principal and staff members.

Most teachers articulate the significance of reliable student data as a tool to measure student learning improvement. School staff utilise a range of data to inform some differentiated teaching practices. The principal acknowledges that a consistent process for the analysis of data to inform school-level decisions and adjustments to teaching practice to improve student learning outcomes is a focus area for development. Most staff members indicate that they are developing understanding in the use of data to identify the next steps for student learning improvement.

Staff acknowledge that a range of high quality teaching practice occurs in classrooms across the school.

A range of teaching strategies is implemented throughout the school by teachers. Feedback on teaching and, where appropriate, modelling effective teaching strategies is in the initial stages. The principal, HOC and students with disability teacher have started a process of walkthroughs with the intent of reviewing curriculum, differentiation and daily routines in order to support the capability of staff in aligning teaching and learning practices within the school. An observation, feedback and coaching framework for all staff members is yet to be developed.

School staff are committed to the success of all learners.

Teaching practices reflect the belief that students are at different stages of learning and progress at different rates. This is supported by student comments regarding the help that teachers provide them in their learning. A social justice committee comprising the principal, guidance officer, Speech Language Pathologist (SLP), students with disability teacher and HOC consult with teachers, parents and external stakeholders to discuss support and adjustments to meet the needs of all students. The value of this committee in supporting student learning is acknowledged across the school as being a highly effective system that promotes professional interaction and discourse in the pursuit of improved learning outcomes.

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[1] Hattie, J., & Zierer, K. (2017). *10 mindframes for visible learning: Teaching for success.* New York, NY: Routledge.

Staff acknowledge the need to build positive relationships with parents and community organisations that assist families and students to have maximum engagement with the school and their learning.

The school has a long history of engagement with a range of community organisations. Some of these include the Country Women's Association (CWA), Koumala Progress Association (KPA), the local Member of Parliament, school cluster groups and the local Returned Services League of Australia (RSL). These connections are celebrated by all stakeholders in the pursuit of enhancing student learning outcomes.

2.2 Key improvement strategies

Collaboratively review and develop a narrow EIA and improvement strategies aligned to the Annual Implementation Plan (AIP), including a timeline for implementation, school targets and success checks.

Collaboratively work to further develop and implement a whole-school, sequenced curriculum and assessment plan aligned to the AC that includes reading, writing and numeracy frameworks that are locally relevant and communicated to the wider community.

Collaboratively review and refine the school's pedagogical framework to include whole-school agreed evidence and research-based pedagogical teaching practices aligned to the EIA.

Provide Professional Development (PD) opportunities to build staff data literacy skills to further enable the interpretation, analysis and discussion of class data to inform starting points and the next steps for student learning, and self-reflection of teaching practice.

Collaboratively develop an observation, feedback and coaching collegial framework to build collective capability of staff in the whole-school agreed teaching practices.