

# Kawungan 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 **Kawungan State School** from **29 to 31 October, 2018**.

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 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

John Bosward	Internal reviewer, SIU (review chair)
Greg Horricks	Peer reviewer
Maree Mortlock	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Location:</b>	Grevillea Street, Kawungan
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1991
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	909
<b>Indigenous enrolment percentage:</b>	9.7 per cent
<b>Students with disability enrolment percentage:</b>	5.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	984
<b>Year principal appointed:</b>	2018
<b>Day 8 Staffing Teacher Full-time equivalent numbers:</b>	88.4
<b>Significant partner schools:</b>	Sandy Straits State School, Urangan State High School
<b>Significant community partnerships:</b>	Helping Hands Network
<b>Significant school programs:</b>	DRUMBEAT, Choral programs, Sporting Schools



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, deputy principal – inclusion, Head of Curriculum (HOC), two Support Teachers Literacy and Numeracy (STLaN), guidance officer, five cleaners, Science, Technology, Engineering and Mathematics (STEM) teacher, literacy coach, 41 teachers, 67 students, 64 parents, two schools officers, Business Manager (BM), administration officer, 17 teacher aides and Early Childhood Development Program (ECDP) teacher.

Community and business groups:

- Coordinator Helping Hands Outside School Hours Care (OSHC), Parents and Citizens' Association (P&C) president and school council representative.

Partner schools and other educational providers:

- Urangan State High School Head of Department (HOD) – Gifted and Talented.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	KSS Staff Handbook
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional Learning Framework 2018	Curriculum planning documents
School improvement targets	Student reports
Teaching and Learning Framework	Professional development plans
School Assessment Schedule	School newsletters, Facebook and website
School Opinion Survey 2018	Responsible Behaviour Plan for Students
Report Card and NAPLAN Update Semester 1 2018	



## 2. Executive summary

### 2.1 Key findings

**Staff members promote and maintain an environment reflective of the expectation that all students will learn successfully.**

Positive, inclusive and caring relationships between students, staff and parents reflect the welcoming school environment. The school is highly regarded across the wider school community. It is committed to the development of every student's academic, emotional, social, physical, artistic and creative potentials.

**The school has a plan for curriculum delivery that is informed by the Australian Curriculum (AC).**

The plan is supported by Curriculum into the Classroom (C2C) resources, and school developed programs. C2C resources have been refined in English and mathematics to establish a 'Kawungan' curriculum. Curriculum leaders articulate that C2C resources are being refined to establish a locally relevant, engaging and accessible curriculum in all key learning areas.

**Staff members recognise that highly effective teaching is the key to improving student learning throughout the school.**

The explicit unpacking of learning intentions and success criteria – 'We are learning to' (WALT), 'What I'm looking for' (WILF) and 'This is because' (TIB) is utilised to varying degrees across the school. The 'drilling down' into success criteria to support students in becoming assessment literate learners is apparent in some classrooms.

**Evidence-based teaching practices are apparent in classrooms to ensure that students are engaged and learning successfully.**

Feedback to students regarding their learning varies across the school with some teachers providing feedback to students regarding assessment tasks through unpacking criteria sheets. Some feedback focuses on student effort and participation. A school-wide process to provide consistent feedback to students that makes clear the steps students are able to take to further their learning is yet to be embedded.

**Classroom-based differentiation is utilised as a strategy to meet the diverse range of student learning needs.**

Some effective differentiated practices are used by class teachers to engage students in the class program of learning. Structural differentiation is a feature in all classrooms. Some teachers identify the need to further build their capability to plan and deliver differentiated learning experiences for the range of learners in their classrooms, including high achieving students.



**Staff members are committed to developing a culture of continuous professional improvement as central to improving student outcomes.**

The leadership team conducts regular walkthroughs and some formal lesson observations with a set focus aligned to the school's EIA. Most teachers indicate receiving some feedback following observation sessions. Teaching staff identify the feedback as useful for their classroom planning and practice. Modelling of some teaching practice is apparent and aligned with the EIA. Teachers report that they are able to nominate to visit a colleague's classroom to observe an identified aspect of teaching practice. A formal, systematic observation, feedback and coaching program is yet to be developed and consistently implemented across the school.

**A strong collegial culture is apparent across the school.**

Staff members speak highly of the collegial support and efforts made by their colleagues to facilitate wellbeing. Classroom teachers work closely in year level cohorts to facilitate curriculum planning and exchange ideas regarding teaching practice. Staff members report they value the professional culture of mutual trust and support that is provided by the leadership team.

**The school environment is maintained to a high standard with the grounds and gardens reflecting a sense of pride and wellbeing.**

The school community takes great pride in the grounds and the school presents as a positive and welcoming environment. The attractive learning environment offers learning areas within and outside the classroom, and facilities are well utilised to maximise student learning. A large range of sporting, music, Science, Technology, Engineering and Mathematics (STEM) and other extracurricular opportunities is available for students. Teaching staff members present their classrooms as inviting places in which to learn. Artefacts to support student learning and displays of student work are apparent in classrooms.



## 2.2 Key improvement strategies

Embed opportunities to make the curriculum locally relevant, engaging and accessible to all students.

Build on current processes to embed the explicit and comprehensive unpacking of learning intentions and success criteria to support students in becoming assessment literate learners.

Embed the school-wide process to provide regular and timely feedback to students that makes clear what actions they are able to take to make further learning progress.

Provide differentiated Professional Development (PD) to enhance teachers' capability to plan and deliver differentiated learning experiences for the range of learners in their classrooms, including high achieving students.

Build on the school's observation and feedback model so all staff members are able to be involved in regular, timetabled observations, feedback, modelling, coaching and mentoring processes.