



School Improvement Unit Report

Kallangur State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Kallangur State School from 15 to 19 May 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	139 School Road, Kallangur
Education region:	North Coast
The school opened in:	1930
Year levels:	Prep to Year 6
Current school enrolment:	818
Indigenous enrolments:	8.3 per cent
Students with disability enrolments:	4.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949
Year principal appointed:	2015 (acting)
Number of teachers:	34 classroom teachers
Nearby schools:	Dakabin State School, Kurwongbah State School, Petrie State School, Undurba State School, Pine Rivers State High School, Dakabin State High School, Murrumba State Secondary College
Significant community partnerships:	Klub Kallangur, Adopt-a-Cop, Maranatha Aged Care
Unique school programs:	



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, two Deputy Principals, Curriculum Coordinator, Head of Special Education Services (HOSES) and two Support Teachers Literacy and Numeracy (STLaN)
 - 35 classroom teachers and 11 specialist teachers
 - Business Services Manager (BSM), four teacher-aides and three administration officers
 - Eight student leaders and 50 students
 - Parents and Citizens' (P&C) association president and 15 parents
 - Principals of three feeder state high schools,
 - Local Councillor and the State Member
 - Kallangur Klub Out of School Hours Care (OSHC)

1.4 Review team

Bert Barbe	Internal Reviewer, SIU (chair)
Glyn Thomas	External Reviewer
Kim McNamara	Peer Reviewer



2. Executive summary

2.1 Key findings

- There is a strong collegial culture evident amongst staff members.

Staff identified that the biggest strength of the school is the support they receive from their colleagues. This collegiality extends to the instructional rounds where teachers are receptive to peer observations and feedback.

- The school leadership team have developed a broad agenda for school improvement.

The school leadership team have developed a broad agenda for school improvement. This agenda is visible around the school and known by all staff. The school priorities are accompanied by published targets and timelines for improvement. The size of the improvement agenda is an area for review.

- School performance data identifies numeracy as a priority for improvement.

Whilst there is evidence of a systematic collection of data embedded in the school, this is essentially in the area of literacy. The school has recently commenced collecting numeracy data using the North Coast Region diagnostic tool. With the support of the newly appointed master teacher the school has the capacity to extend data informed teaching into the numeracy domain.

- The school has introduced a pre-Prep to school transition process.

The school has a pre-Prep to school transition process that includes initial screening on enrolment, a number of parent information sessions and small group introduction to Prep sessions on school professional development days. At this stage formal links with early childhood providers have not been formed.

- The school provides high quality programs for students with additional learning needs.

The school utilises data to ensure that their intervention programs are responsive to the needs of the students. Human and financial resources are strategically used to tailor and support these programs. Parents and teachers report that the support of these students is a positive addition to the school culture. The next focus is expanding the level of support and challenge for high achieving students.



- The school has embedded the Art and Science of Teaching¹ (ASOT) as their pedagogical framework for teaching.

Interviews with teachers confirm the efficacy of the ASOT framework for facilitating conversations about improving teaching. The ASOT design questions are used to frame teaching practices and form part of the 'non-negotiables for teaching' which have been identified, and are included in induction and school professional development days for teachers at the school.

¹ Marzano, Robert J. 2007, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, Alexandria, VA.



2.2 Key improvement strategies

- Review school performance data to narrow and sharpen the explicit improvement agenda.
- Continue to develop staff capacity to improve numeracy outcomes in line with the school improvement agenda in numeracy.
- Explore and develop professional learning and transition programs with local early childhood providers.
- Routinely review programs and resources that support the extension of high achieving students.