# Kallangur 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 **Kallangur State School** from **23** to **27 May 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

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| Garry Lacey | Internal reviewer, SIU (review chair) |
| Mark Johnstone | Peer reviewer |
| Ken Swan | External reviewer |
| John Enright | External reviewer |

## 1.2 School context

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| **Location:** | School Rd, Kallangur |
| **Education region:** | North Coast Region |
| **Year opened:** | 1930 |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 862 |
| **Indigenous enrolment percentage:** | 13.2 per cent |
| **Students with disability enrolment percentage:** | 4.2 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 949 |
| **Year principal appointed:** | 2016 |
| **Day 8 staffing teacher full-time equivalent (FTE):** | 46 |
| **Significant partner schools:** | Undurba State School, Dakabin State School, Kurwongbah State School |
| **Significant community partnerships:** | Relationships Australia, Mimi's House, Apple (AU) |
| **Significant school programs:** | One-to-one iPad program, Deadly Choices |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), head of technologies, guidance officer, two Support Teachers Literacy and Numeracy (STLaN), 31 classroom teachers, physical education teacher, music teacher, four Special Education Program (SEP) teachers, Business Manager (BM), two administration officers, 20 teacher aides, behaviour support teacher aide, 24 parents, 81 students and Information and Communication Technology (ICT) committee.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president, manager from Department of Child Safety, Youth and Women and Mimi's House staff representative.

Partner schools and other educational providers:

- Coordinator local early childhood provider.

Government and departmental representatives:

- State Member for Murrumba and Minister for Health, Local Councillor for Moreton Bay Regional Council and ARD.

## 1.4 Supporting documentary evidence

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| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| Headline Indicators (April 2019 release) | School Data Profile (Semester 1, 2019) |
| OneSchool | School budget overview |
| Professional learning plan 2019 | Curriculum planning documents |
| School improvement targets | School differentiation planner |
| School pedagogical framework | Professional development plans |
| School data plan | School newsletters and website |
| School Opinion Survey | Responsible Behaviour Plan for Students |
| School based curriculum, assessment and reporting framework | Australian Early Development Census (AEDC) school profile report 2018 |

# 2. Executive summary

## 2.1 Key findings

**A positive tone is apparent amongst the teaching staff and students.**

School staff members and the leadership team have worked collaboratively to establish consistent practices and expectations to enhance student behaviour. Staff and parents express the belief that the behaviour systems are working well and have contributed to promoting a positive school culture. Students articulate a strong sense of belonging to their school and support the high expectations for behaviour.

**Staff members acknowledge strong levels of personal and professional support from colleagues across the school.**

Members of the teaching team speak positively regarding the direction of the school emerging through the work of the leadership team. A culture of mutual trust and respect is developing with most members of staff committing to working together to improve outcomes for students and to engaging with the school's priority areas. Most staff members express a connection to the school with a willingness to engage in professional dialogue aligned to improving student learning and wellbeing.

**School leaders are strengthening the process of building teacher capability in the analysis of student learning data.**

Data talks are conducted each term and involve discussions regarding identified students achieving below year level expectations. Teachers and deputy principals meet in a one-on-one meeting to discuss individual student needs and possible next steps in response to the data gathered. Processes relating to the monitoring of how teachers differentiate and talk about the strategies that they are implementing to lift outcomes in classrooms is developing through this case management process.

**The school team is committed to improving learning outcomes for all students.**

The Explicit Improvement Agenda (EIA) articulates three broad areas for collective focus. These include effective pedagogical practices, analysis and discussion of data and systematic curriculum delivery. The EIA is currently broad in nature with staff members' knowledge of the various elements and expected ways of enacting the EIA variable. School leaders express a commitment to refining the EIA to have a narrow and sharp focus and to working with members of the teaching team to collaboratively identify agreed strategies for collective implementation across the school. School leaders acknowledge the need to support this process by regularly monitoring implementation of the EIA to promote high levels of consistent practice and enhance teacher capability development.

**School leaders view the effective use of student data as essential to the performance of the school.**

Data is aggregated onto Excel spreadsheets and is utilised to promote discussions amongst the teaching team. School leaders recognise that rigorous conversations and reflections regarding student achievement data are a significant process in building the capacity of class teachers and vital in monitoring the effective implementation of the school's EIA. The building of a culture of self-evaluation and reflection through the interrogation of data by school teams is recognised as an important aspect of this work.

**School leaders and some staff members are active participants of professional networks**.

Many staff members express the desire to deepen connections with other schools to support their own professional learning and the learning of students. Many staff members including the Kindergarten to Year 2 Community of Practice (CoP) and the school's digital technology leaders actively seek professional networking opportunities. The principal indicates the school is not currently an active participant in the local cluster of schools or Independent Public School (IPS) networks. School leaders acknowledge the need to build networking opportunities with schools on similar education journeys and with organisations that bring benefit to the learning of students and the professional practice of staff.

**The school's leadership team and teaching staff members express a growing commitment to implementing curriculum units aligned to the Australian Curriculum (AC).**

In learning areas other than English, teachers engage with Curriculum into the Classroom (C2C) units to plan for and deliver learning experiences to their students. Some teachers describe their level of reference to, and understanding of, the achievement standards and content descriptions of the AC in these planning processes as strong, with other teachers acknowledging variable reference being made. School leaders acknowledge the need to expand the process utilised for planning curriculum units in English, to collaboratively develop and adapt curriculum units in other learning areas, ensuring effective delivery of the AC across the years of schooling.

**School leaders explicitly encourage classroom teachers to identify and address the learning needs of the full range of students.**

There is a school-wide expectation that teachers provide a differentiated curriculum for all students. A range of differentiation tools and planning formats are made available to support teachers in their planning for differentiation. The school has established a process for the recording of differentiation within the planning template for English. School leaders indicate a need to use the school's differentiation planning process to assist teachers in developing their repertoire of practice in effectively differentiating for the range of student learners in their class, including consideration for the learning needs of high achieving students.

**Staff members display high levels of professional energy for the work they undertake in the school.**

School leaders are committed to enhancing the professional culture of the school with acknowledgement given by classroom teachers to the benefits of their year level teams. These teams support strong levels of collegiality whereby teachers regularly meet to discuss matters relating to curriculum, teaching and learning. Key aspects of these meetings involve year level teachers working with school leaders to collaboratively plan curriculum units, analyse data and foster professional discussions.

**A current priority for the school is supporting teachers to enhance their skills in the use of digital technologies.**

The school utilises the Technological Pedagogical Content and Knowledge (TPACK) framework to support teacher capability development through the work of the head of technologies and senior school deputy principal. All teachers have opportunities for classroom modelling by experts and are supported in their use of iPads in classrooms. Voluntary professional learning is offered through regular technology talks with high levels of interest developing across the school.

**Collaborative curriculum planning is promoted across the school.**

Teachers are provided with release time for a half-day each term to meet with the Head of Curriculum (HOC) and other school leaders to plan curriculum units in English. The initial part of the curriculum planning process includes unpacking of the AC achievement standards and content descriptions. In conjunction with the AC, teachers consider the assessment task and Guides to making Judgements (GTMJ) taken from C2C and engage in a pre-moderation process to fully understand the standards required for student success. This process is enhancing teacher and school leader knowledge and understanding of the AC in English.

## 2.2 Key improvement strategies

Refine the EIA to have a narrow and sharp focus; work with teachers to define the agreed practices relating to this agenda including what this looks like in their classrooms and regularly monitor implementation leading to consistency of practice.

Build a culture of self-evaluation and reflection, through interrogation of data by school teams that generates strategies for continuous improvement and monitors progress over time.

Build networking opportunities with schools on similar education journeys and with organisations that bring benefit to the learning of students and the professional practice of staff members.

Utilise the process implemented for developing curriculum units in English to collaboratively develop and adapt curriculum units in other learning areas that support effective delivery of the AC.

Use the school's differentiation planning process to assist teachers in developing their repertoire of practice in effectively differentiating for the range of student learners in their class, including consideration for high achieving students.