

Kallangur State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Kallangur State School** from **20 to 22 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

David Cramb	Internal Reviewer, SRR (review chair)
Hayden Ryan	Peer Reviewer
Mary Wallis	External Reviewer
Garry Lacey	External Reviewer

1.3 Contributing stakeholders

Consultation



Total of 186 interviews



7 community members
and stakeholders



77 school staff



57 students



45 parents and carers

1.4 School context

Indigenous land name:	Gubbi Gubbi Land
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	939
Indigenous enrolment percentage:	14.38%
Students with disability percentage:	16%
Index of Community Socio-Educational Advantage (ICSEA) value:	942

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **22 to 23 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 821 and the school enrolment was 15 with an Indigenous enrolment of 47% and a student with disability enrolment of 27%.

The key improvement strategies recommended in the review are listed below.

- Refine the school Explicit Improvement Agenda (EIA) to include the precise strategies and actions that will support all staff to build a deep understanding of the agenda and effectively implement improved student learning. (Domain 1)
- Strengthen the whole-school curriculum plan to best meet the needs of the small school multi-age context, including a focus on the general capabilities and locally relevant units. (Domain 6)
- Utilise cluster and regional expertise to enhance school collaborative curriculum planning processes and deepen staff understanding and implementation of the required standards of the Australian Curriculum (AC). (Domain 5)
- Collaboratively develop a school model for teaching reading and writing that includes an agreed pedagogical approach that is implemented across the school. (Domain 8)
- Strengthen staff data literacy through the use of whole-school and class data walls in identifying gaps in learning and tracking student learning progress over time. (Domain 2)

2. Executive summary

2.1 Key affirmations

Staff work to enable students to become confident and creative users of digital technologies.

A strong focus has been placed on developing teachers' repertoire of practice in the effective use of digital devices as a tool to enhance teaching and learning opportunities. The Technological Pedagogical Content Knowledge (TPACK) and Substitution Augmentation Modification Redefinition (SAMR) models have been used to guide coaching, mentoring, shared and co-teaching opportunities with digital technology experts. This considered work has achieved international recognition as an Apple Distinguished School.

Staff provide a range of co-curricular opportunities to extend the learning of students.

Electives programs are offered weekly in academic, sporting and cultural pursuits. Gala sporting days are offered 3 times a term. Opti-MINDS and robotics competitions provide extension learning experiences for some students. Strings, choral and band programs are also well received. Students involved in these learning opportunities convey appreciation for the dedication staff who use their passion and expertise to lead these programs.

Teachers plan locally relevant curriculum units using a sustainability focus.

Leaders and staff are united in their goal of providing a quality and relevant learning experience for all students, which is underpinned by an ethos to create 'Engaged Successful Learners'. An inquiry focus based on a planned and well-resourced sustainability model supports higher levels of student engagement in learning. Students speak positively of the range of learning experiences and opportunities provided.

Parents and community members hold the school in high regard.

A welcoming, safe, and inclusive school culture is promoted. Students articulate their teachers are helpful, kind, supportive and caring. The principal promotes a strong cultural connection and historic anchoring of the school within the community. Partnerships beyond the school gate are valued, and ongoing connections exist to support student learning.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Develop a clear and agreed EIA that is consistently actioned by school leaders, known by staff and measured against targets to achieve continued improvement for all students.

Domain 2: Analysis and discussion of data

Strengthen the strategic analysis of systemic and school-based data sets by leaders, to effectively identify trends including relative performance, and to plan appropriate responses for collective implementation.

Domain 5: An expert teaching team

Embed the collegial engagement framework through the enactment of a professional learning plan to foster a sustainable approach to capability development for all staff.

Domain 8: Effective pedagogical practices

Clarify the school's agreed pedagogical approaches to ensure consistent implementation so that students are highly engaged, challenged and learning successfully.

Domain 6: Systematic curriculum delivery

Establish formal opportunities for teaching teams to meet with curriculum leaders to plan, implement and review curriculum to build capability across all staff.