

# Kindon State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kindon State School** from **4 to 5 April 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.

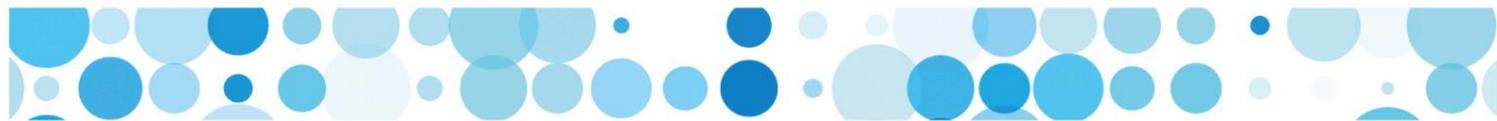
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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)
Louise Parry	Peer reviewer



## 1.2 School context

<b>Location:</b>	Gore Highway, Kindon
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1963
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	8
<b>Indigenous enrolment percentage:</b>	14 per cent
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	2019
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	2
<b>Significant partner schools:</b>	Yelarbon State School
<b>Significant community partnerships:</b>	BUSHkids
<b>Significant school programs:</b>	Speech Sound Pics (SSP)



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Teaching principal, teacher, four teacher aides, small schools Business Manager (BM), cleaner/grounds officer, Parents and Citizens' Association (P&C) president, vice president, treasurer and secretary, six parents and five students.

Partner schools and other educational providers:

- Principal Goondiwindi State High School and Principal Yelarbon State School.

Government and departmental representatives:

- ARD, Regional diverse learner advisor, Regional Principal Advisor – Teaching and Learning (PATAL) and Regional principal capability coach.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	School Data Profile (Semester 2, 2018)
Headline Indicators (Semester 2, 2018)	School budget overview
OneSchool	Annual professional development plan 2019
Curriculum planning documents	Annual performance development plan
School pedagogical framework	Speech language support plan
School website	Personalised learning plan
School Opinion Survey	Behaviour support plan
Report cards	Responsible Behaviour Plan for Students
School and cluster based curriculum frameworks	



## 2. Executive summary

### 2.1 Key findings

**The tone of the school is supportive and caring with a strong sense of community.**

Staff, students and parents express great pride in the school. There is a focus on developing positive, caring and mutually respectful relationships across the school community. These relationships are highly valued and contribute significantly to the supportive and inclusive culture. Staff and parents acknowledge that strong school relationships are vital in supporting student learning and achievement in the rural setting.

**All staff are united and committed to the improvement of learning outcomes for students.**

Staff are committed to the belief that student learning and achievement are key drivers in school improvement. Parents recognise that staff are highly visible across the school and that the principal works closely with staff, students and the school community. The school community expresses the view that staff members show dedication, commitment and support for students and this is strongly valued.

**An Explicit Improvement Agenda (EIA) is articulated as improving the teaching and learning of reading to improve student outcomes.**

The EIA is clearly documented as a plan and aligns to improvement areas within the Annual Implementation Plan (AIP). A range of improvement strategies aligned to Investing for Success (I4S) funding, including student achievement targets exists in the plan. Clear timelines for implementation in addition to roles and responsibilities of staff members aligned to the EIA is an area for further development.

**The school has a coherent and sequenced plan for curriculum delivery in the learning areas of English and mathematics.**

This plan aligns to the small schools curriculum framework as part of the Curriculum into the Classroom (C2C) resources. For other learning areas the school utilises the Mcintyre cluster small schools curriculum framework. The principal articulates that a whole-school curriculum and reporting framework that includes the intended curriculum in one document is to be developed. Inclusion of the Australian Curriculum (AC) general capabilities and cross-curriculum priorities within the curriculum plan is yet to be developed. Staff members indicate that their knowledge and understanding of the AC is developing.

**There is a commitment from the principal to use a range of teaching practices that are evidence-based to ensure that all students are engaged and learning successfully.**

A pedagogical framework is developed and is currently under review to establish and include the school's agreed teaching practices. Pedagogical approaches utilised at the school



include Explicit Instruction (EI)<sup>1</sup>, learning intention, success criteria and the third teacher<sup>2</sup>, and visible learning<sup>3</sup> including the use of learning walls. It is planned to introduce Age-appropriate pedagogies (AAP) in the near future.

**The principal articulates that the school gives priority to analysing and discussing data to drive improvement in student learning outcomes.**

A range of student assessment data including formative and summative assessment tasks against the AC is collected at the school. The school is beginning to use data as a starting point for improvement to monitor student reading progress over time. The principal acknowledges that a whole-school data schedule including timelines and where the data is to be stored is yet to be developed.

**The principal and staff members have a clear vision that as a school community ‘we are all learners’.**

Staff members have been provided with some opportunities for feedback. A process for formalised systematic observations, feedback, modelling and coaching is still to be developed. The principal outlines that the development of an observation and feedback model would be beneficial to build staff capability to effectively deliver the EIA.

**The school is committed to the success of all students.**

Across the school staff members prioritise the individual learning and wellbeing needs of all students. The small school setting requires an environment of frequent differentiation and individualised learning programs and teaching strategies. A range of teaching practices across the school reflects the belief that whilst students may be progressing at different rates and levels, all students are capable of learning if given appropriate learning opportunities. Parents articulate that they are satisfied with the information they receive from the school regarding their child’s progress.

**Partnerships between the school, community and region are established and clear in their purpose of providing enhanced learning opportunities for students.**

Parents and families are considered integral partners in the life of the school. The principal greets parents at the gate each afternoon to offer informal feedback regarding their child’s progress. A range of partnerships exists between the school and agency support organisations, cluster schools, Autism Queensland, Parents and Citizens’ Association (P&C) and regional support staff. There is a strong P&C that works closely with the school to support the needs of students and families.

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<sup>1</sup> Archer, A. L. (2014). *Golden principles of explicit instruction* [DVD]. New York, NY: Guilford Press.

<sup>2</sup> Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading*. Thousand Oaks, CA: Corwin Press

<sup>3</sup>Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. New York, NY: Routledge.



## 2.2 Key improvement strategies

Review and further develop the school's sharp and narrow EIA focus including the development of roles and responsibilities aligned to the improvement strategies and timelines for implementation of the agenda.

Collaboratively develop and implement an agreed whole-school curriculum and assessment framework with links to the general capabilities and cross-curriculum priorities that include the models for teaching reading and writing aligned to the AC.

Collaboratively review and develop the school's pedagogical framework to include the agreed teaching practices aligned to the EIA.

Collaboratively develop a school-based data schedule for data to be collected, including timelines and where the data is to be stored.

Develop an observation, coaching and feedback model that actively involves staff in further developing their practice aligned to the EIA.