

Kuluin 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 Education Improvement Branch (EIB) at **Kuluin State School** from **9 to 11 March 2021**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Lesley Vogan	Internal reviewer, EIB (review chair)
Melanie Rehm	Peer reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Tallow Wood Drive, Kuluin	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	625	
Indigenous enrolment percentage:	6.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	17.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	23.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1015	
Year principal appointed:	2018	



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 Department – Curriculum (HOD-C), Business Manager (BM), guidance officer, two coaches, two Support Teachers Literacy and Numeracy (STLaN), 27 teachers, chaplain, four teacher aides, two administration officers, facilities officer – grounds, 32 students and 31 parents.

Community and business groups:

- President Parents and Citizens' Association (P&C) and representative of Child Development Service.

Partner schools and other educational providers:

- Director C&K (Childcare and Kindergarten) Kuluin Community Kindergarten, principal Maroochydore State High School and representative of University of the Sunshine Coast (USC).

Government and departmental representatives:

- State Member for Ninderry and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Reading framework	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Minutes of meetings
School data plan	Collegial Engagement Process
School Opinion Survey	Student Code of Conduct
School based curriculum, assessment and reporting framework	Headline Indicators (September 2020 release)
School newsletter, Facebook Page and website	



2. Executive summary

2.1 Key findings

Staff members, students, parents and the wider community speak positively regarding the school's learning culture.

The school places a high priority on the wellbeing of students and staff. Staff are committed to and believe that students can learn and this is maximised through working with parents. This approach epitomises the school motto of *'Together We Grow'*.

Staff members commit to building mutual respect with students and their families.

Staff take pride in accepting, supporting and encouraging the learning, and the social and emotional development of all students who come to the school. Members of the teaching team support students in the teaching and learning process and work hard to develop a sense of belonging for students. Many students indicate that they find their teachers caring, generous and understanding and they look forward to coming to school each day.

The leadership team has developed systems and processes to support teachers and leaders to meet responsibilities for promoting student learning and wellbeing.

The school has a staffing model that provides a strong instructional leadership component of teacher leaders and middle managers. The school has a newly formed leadership team and the principal articulates the development of roles, responsibilities and accountabilities of members of the team and key staff, aligned to improvement priorities and managerial responsibilities, is in the formative phase.

School improvement agendas and curriculum leaders have focused on building a clear understanding of the standards of the Australian Curriculum (AC).

Conversations with the leadership team, staff and students indicate the school is well placed to further explore opportunities within units of work to include locally relevant content and contexts, 21st Century learning strategies, and further opportunity for students to inquire, innovate and creatively explore within learning areas.

Professional Learning Teams (PLT) are established for identified priority areas.

PLTs are well supported by staff members and provide a forum for discussion regarding school practices, opportunities for engaging students and enriching curriculum. The use of PLTs to contribute to the scan and assessment process, providing an in-depth analysis of school data, groups of students, school practices, current research and staff members' perceptions in relation to problems of practice, is yet to be fully realised.



Students and staff members have access to a range of digital devices across the school including a computer laboratory, year level sets of laptops, iPads and smart TVs.

The use of digital devices and literacies to enhance the curriculum is an emerging practice in many classrooms. The leadership team identifies the importance of enhancing school digital technologies and building teacher capability to integrate digital literacies within their classrooms as a future school focus.

Support staff work closely with class teachers to provide reasonable adjustments and differentiated curriculum support for all students.

A belief exists across the school that although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully. Most teaching practices providing support for students occur in the classroom. Teachers express they feel well supported to meet the learning needs of students. Some teachers and school leaders identify that a review of support practices would be timely to ensure students receive programs that are targeted to their needs and capabilities, and that maximise the use of school resources.

Over subsequent strategic planning cycles the school leadership team has implemented a cohesive and systematic approach to school improvement.

The school has built and consolidated processes and systems throughout these cycles of improvement that are transferable to new and emerging agendas. Organised, documented and communicated approaches underpin school teaching and learning expectations. The leadership team continually reviews the impact of school-developed systems and approaches to determine their effectiveness in responding to student needs and impact on teacher workload.

A high level of enthusiasm from staff members to improve their skills to impact positively on student learning outcomes, is apparent.

Staff are encouraged to engage in professional conversations to enhance their practices to support student learning. The school has a range of meetings focused on Professional Development (PD). The school Collegial Classroom Engagement (CCE) process incorporating six elements of support is acknowledged by school leaders as a central component of priority agendas. Teachers express that this process is having a positive impact on their teaching and learning practices. Teachers articulate it is enabling them to share ideas and develop a greater understanding of the expertise they may access.



2.2 Key improvement strategies

Develop roles, responsibilities and accountabilities for members of the leadership team and key staff aligned to the Explicit Improvement Agenda (EIA) with accompanying processes to measure impact on improvement against established accountabilities.

Explore opportunities within curriculum units of work to include locally relevant content and contexts, 21st Century learning strategies and further opportunity for students to inquire, innovate and creatively explore within learning areas.

Leverage off school PLTs to deepen the school scan and assessment process to include a collaborative in-depth analysis of school data, groups of students, school practices, current research and staff members' perceptions regarding problems of practice.

Review teacher access to digital technologies and build a school infrastructure and staff capability plan to support the integration of digital literacies within classroom curriculum units.

Collaboratively review student support practices to ensure they are targeted to meet the needs of students and effectively utilise school resources.