

Killarney P-10 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 **Killarney P-10 State School** from **3 to 5 May 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.

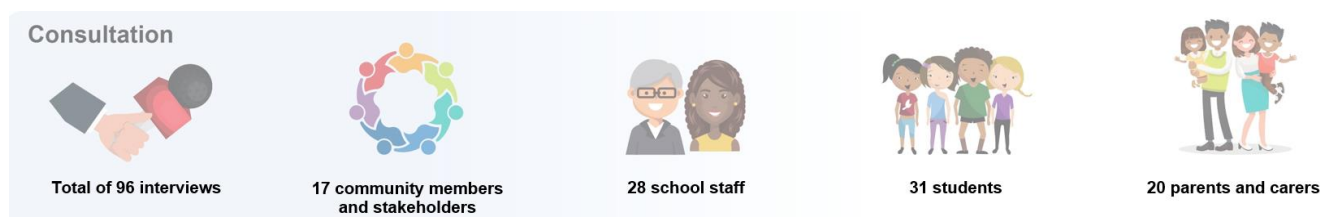
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

1.2 Review team

Keith Graham	Internal Reviewer, SRR (review chair)
David Cramb	Internal Reviewer
Brian O'Neill	Peer Reviewer
David Manttan	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the Traditional Owners of this land where we learn and play. We thank them for looking after the land, mountains, waterfalls and river for thousands of years. We thank the Elders past and present for keeping First Nations culture, memories and traditions alive.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 10
Enrolment:	120
Indigenous enrolment percentage:	6.6%
Students with disability percentage:	21.6%
Index of Community Socio-Educational Advantage (ICSEA) value:	933

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **3 to 5 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 933 and the school enrolment was 151 with an Indigenous enrolment of 11.3% and a student with disability enrolment of 7.3%.

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

- Further refine and clarify the scope of the identified Explicit Improvement Agenda (EIA) to enhance school-wide understanding of, commitment to, and communication of identified priorities. (Domain 1)
- Enhance the capability of teachers as curriculum experts, and middle leaders as curriculum leaders. (Domain 6)
- Collaboratively review the pedagogical framework to ensure clarity and precision regarding the signature school-wide pedagogical practices. (Domain 8)
- Develop a systematic approach to observation and feedback, coaching and mentoring as a Quality Assurance (QA) mechanism to drive consistent enactment of school-wide pedagogy and the EIA. (Domain 8)
- Build the differentiation practices of teachers, with a key emphasis on the progress of high achieving students. (Domain 7)

2. Executive summary

2.1 Key affirmations

Passionate staff demonstrate a student-centred approach to teaching.

Parents, community members and staff describe the school's workforce as passionate and caring professionals who are highly committed to a student-centred approach to teaching. Parents and students express their appreciation for the way staff encourage and support their child's learning, reflected by the strong culture of students supporting each other and their commitment to the 'right to learn'. Community members express confidence in the work of the school staff.

A positive and caring learning environment is established.

Staff share a belief that the school has a positive culture illustrated by a caring and supportive learning environment. Staff, parents and community members speak highly of the school and recognise its strong, community-based support through a generational connection between school and community. Parents comment that the school is welcoming and their students enjoy attending.

Students are polite and respectful and spoken of highly by staff, parents and community members.

Staff, parents and community members speak highly of students. Staff favourably describe the learning culture and the establishment of preconditions for learning across the school. They articulate how students display a polite and respectful demeanour. Parents and students comment that the school has a culture of mutual respect. Staff and community members convey that student behaviour is a significant highlight of the school.

Staff and students are proud of their school and the natural and attractive setting.

School grounds and facilities are well maintained and painted murals enhance the natural setting. Parents, community members, students and staff comment positively on the well-maintained, attractive learning environment. There are large, well-resourced classrooms in addition to expansive outdoor areas to facilitate student involvement and engagement in the range of learning experiences offered. Students demonstrate care and respect for their school facilities and are proud of their surroundings. Staff and students communicate a genuine pride in the school.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Establish a clear improvement agenda with an explicit focus on student outcomes to guide teaching and learning and provide clarity for student learning, achievement and improvement.

Domain 6: Systematic curriculum delivery

Collaboratively build effective whole-school approaches to leading and teaching literacy that align to the EIA, and sets clear expectations and builds clarity of understanding and consistency for teachers, to support every student to realise their potential.

Domain 5: An expert teaching team

Implement curriculum co-planning opportunities, led by the leadership team, to foster greater teacher knowledge, understanding and confidence of the AC.

Domain 8: Effective pedagogical practices

Develop a whole-school pedagogical approach for teaching literacy to provide consistency and support a universal lift to student outcomes.

Collaboratively establish a collegial engagement framework to support opportunities for teachers to receive feedback, reflect on and strengthen their pedagogical practices.