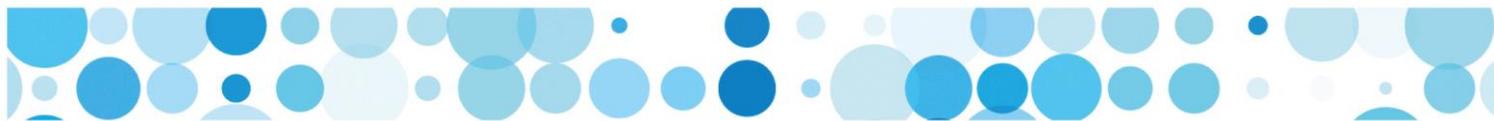


Killarney P-10 State School

Executive Summary



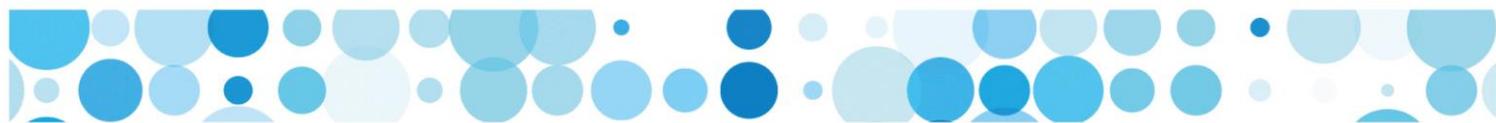


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

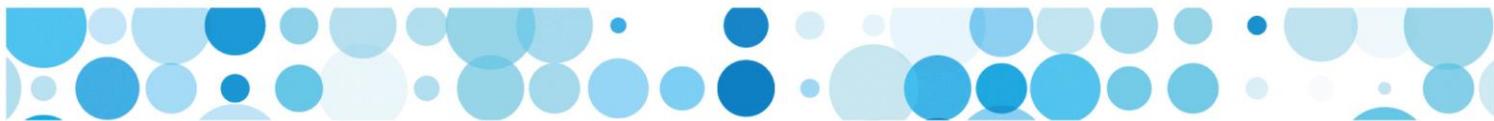
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Killarney P-10 State School** from **3 to 5 September 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.

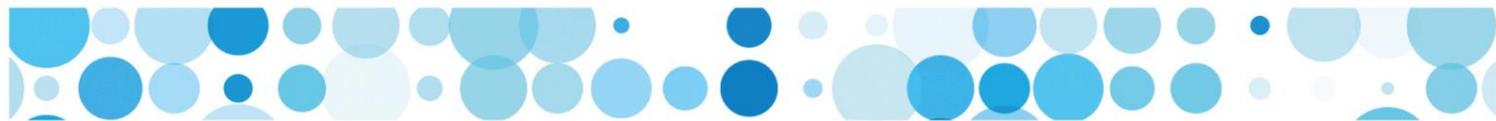
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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](#).

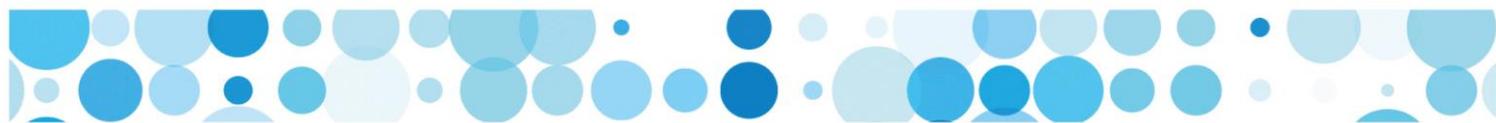
1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Hayden Ryan	Peer reviewer
Judi Hanke	External reviewer



1.2 School context

Location:	Acacia Street, Killarney
Education region:	Darling Downs South West Region
Year opened:	1874 – Primary 1964 – Secondary 1974 – Preschool
Year levels:	Prep to Year 10
Enrolment:	151
Indigenous enrolment percentage:	11.3 per cent
Students with disability enrolment percentage:	7.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	933
Year principal appointed:	2019
Day 8 staffing teacher full-time equivalent (FTE):	13.44
Significant partner schools:	Allora P-10 State School, Warwick State High School
Significant community partnerships:	Little Rascals Child Care Centre, Killarney Police, local businesses
Significant school programs:	Behaviour Expectations Matrix, 'Practices not Programs'



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), 14 teachers, six teacher aides, guidance officer, schools officer, four cleaners, canteen convenor, uniform shop convenor, administration officers, 53 students and 16 parents.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives and seven community partners.

Partner schools and other educational providers:

- Two partner school principals.

Government and departmental representatives:

- Mayor of Southern Downs Regional Council and ARD.

1.4 Supporting documentary evidence

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
Curriculum planning documents	Professional Learning Framework for 2019
School improvement targets	School newsletters, Facebook and website
School pedagogical framework	Professional development plans
School differentiation flowchart	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Killarney P-10 State School – Literacy & Numeracy Plan
School Data Profile (Semester 1, 2019 – Report card and NAPLAN update)	School Opinion Survey



2. Executive summary

2.1 Key findings

Staff members are focused on developing a school culture of high expectations.

The school is building a belief that all students are able to be successful learners when presented with challenging learning activities and appropriate support. School leaders identify positive teacher-student relationships as central to the establishment of productive and engaging classrooms and support service personnel articulate the common belief that *'Every child is everyone's business at this school'*.

The school works to create and sustain a stimulating physical environment that is responsive to the needs of the student population.

The school is situated in the foothills of the Border Ranges, close to the New South Wales border, in a township that prides itself on a village atmosphere. The school has created an attractive and stimulating physical environment that supports and encourages learning in a community rich in agricultural history. The expansive and undulating school property is surrounded by native flora and fauna and the playground areas are well maintained despite the harsh drought conditions currently experienced in the area. Students in the primary sector enjoy Wednesday lunchtime activities on the well-maintained oval, organised by the Year 10 students. Students move through the school grounds in a well-ordered and respectful manner and display high regard for their school and teachers. Classrooms are orderly, inviting and stimulating with student work a feature, and the exterior of buildings displaying attractive murals.

The principal and school staff are united and committed to the development and implementation of a strategic, whole-school approach to improving student learning outcomes.

The improvement focus for 2019 is identified in the Annual Implementation Plan (AIP) as learner agency – curriculum, learner agency – learning and teaching, and learner agency – relationships and culture. The identified priorities are underpinned by a further 16 strategies. The leadership team has focused in on two of the underpinning strategies as the Explicit Improvement Agenda (EIA), namely improving writing and problem solving. They discuss the use of current and historical performance data to establish these focus areas for improvement. The improvement agenda is communicated to staff members and the broader school community through the published AIP. The EIA is yet to be clearly identified within the context of the published AIP.

The school's curriculum plan identifies specific referencing to Curriculum into the Classroom (C2C) as the predominant resource for curriculum and assessment design and delivery.

Teaching staff members are familiar with the expectations regarding unit planning. Teachers are able to confidently identify the content and skills from units of work and plan for differentiation using a school-based planning tool. Some staff members speak of a variable



level of confidence regarding the process of alignment of school curriculum to the Australian Curriculum (AC), and identify a need for enhanced skill and understanding regarding AC, particularly in light of the impending deadline for full implementation and currency of alignment with the AC by 2020. They further accentuate the need for guidance, leadership and Professional Development (PD) to build comprehensive processes to ensure curriculum is able to be quality assured within the context of the school setting.

The school's pedagogical framework identifies an extensive range of teaching pedagogies, structures and resources for reference by teachers.

Teachers and leaders identify Explicit Instruction (EI) and the Gradual Release of Responsibility (GRR) as signature practices at the school. These models feature within the context of the existing framework. Some teachers identify a degree of concern that the models are yet to be readily identifiable as signature practices. Staff suggest that it can prove challenging to elicit a clear understanding of initial school-wide expectations regarding consistent classroom practices from the existing framework.

The principal provides staff with feedback in relation to their teaching following observation and walkthrough practices.

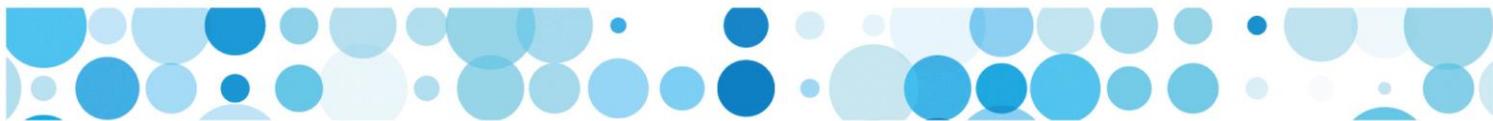
This feedback is valued by staff and utilised to refine and adjust practice. A number of staff actively seek further feedback pertaining to their practice once they have embedded the advice. A link between these observations and expected signature pedagogical practice is yet to be fully developed. The school is yet to establish a systematic process for observation and feedback, coaching and mentoring to drive the systematic enactment of the pedagogical framework.

Teaching staff strive to ensure that students are appropriately engaged, challenged and extended.

Teachers design classroom activities to meet student learning needs, levels of readiness, interests, aspirations and motivations. Tailored, early and sustained interventions are established for students identified as requiring additional support. A differentiated referral process ensures that students receive appropriate and targeted intervention. A focus on increasing challenge for high achieving students through higher order and creative thinking is identified as a future priority.

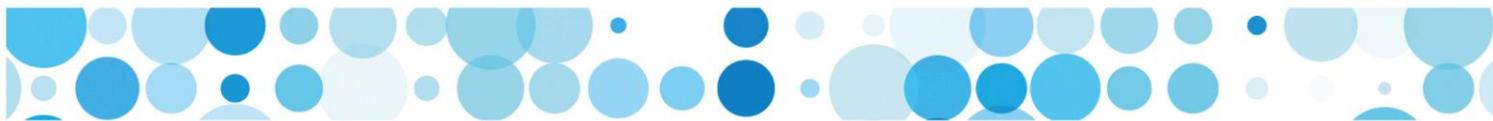
Teachers report an understanding of student backgrounds as central to developing successful learning outcomes and to identify the starting points for learning for individual students.

Teaching staff members articulate pride in contributing positively to the academic, and social and emotional development of the students in Prep to Year 10. Teacher aides are regarded as vital to the inclusive practices in the school, supporting students individually and in small group settings and guided reading groups.



The school has established and maintained a number of highly engaging partnerships with local businesses and services in the Killarney and Warwick area.

Local business owners speak of strong levels of engagement with the school through work experience, traineeships and casual work opportunities. They comment on the strong and positive links with the school and particularly note the professional level of communication from the school. Business owners in the community describe very positive patterns of engagement, with students representing themselves, their family and the school in exemplary fashion.



2.2 Key improvement strategies

Further refine and clarify the scope of the identified EIA to enhance school-wide understanding of, commitment to, and communication of identified priorities.

Enhance the capability of teachers as curriculum experts, and middle leaders as curriculum leaders.

Collaboratively review the pedagogical framework to ensure clarity and precision regarding the signature school-wide pedagogical practices.

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.

Build the differentiation practices of teachers, with a key emphasis on the progress of high achieving students.