

Kaimkillenbun State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Kaimkillenbun State School** from **25 to 26 May 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

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

1.1 Review team

John Bosward

Internal reviewer, SIU (review chair)

Heather Castle

Peer reviewer



1.2 School context

Location:	Messenger Street, Kaimkillenbun
Education region:	Darling Down South West
Year opened:	1907
Year levels:	Prep to Year 6
Enrolment:	30
Indigenous enrolment percentage:	16.6 per cent
Students with disability enrolment percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	865
Year principal appointed:	2005
Full-time equivalent staff:	2.66
Significant partner schools:	Bell State School, Quinalow State School, Dalby State School, Dalby South State School, Bowenville State School, Dalby State High School, Dalby Christian College
Significant community partnerships:	Quinalow District Sports Association (small schools sport), ANZAC committee, Parents and Citizens' Association (P&C), Trail Bike Ride with associated sponsors
Significant school programs:	Reading Buddies, Smart Moves, tennis coaching (Sporting Schools), small schools sporting carnivals, eisteddfod, Go Green



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, two teacher aides, teacher aide/administrative assistant, students with disability support teacher, 18 students, six P&C representatives and three parents.

Community and business groups:

- Local community member.

Partner schools and other educational providers:

- Principal Dalby State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Teaching and Learning Handbook 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (April 2017)
OneSchool	Role Descriptions
Professional learning plan 2017	Curriculum planning documents
Student report cards	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	Small Schools English framework



2. Executive summary

2.1 Key findings

Teaching staff members work hard to create an engaging learning environment.

Classrooms are attractive and provide stimulus for student learning. A range of flexible learning spaces are utilised to maximise learning opportunities for students. The school promotes quality learning and engagement of all students

Interactions between staff members, students, parents and families are caring, polite and inclusive.

Students and staff members display a sense of belonging and pride in the school and visitors are made to feel welcome. Students and parents value the interest that teachers take in students' learning and speak highly of the school's efforts to meet student needs.

The principal and staff members demonstrate a strong commitment to the belief that students are at different stages in their learning.

Consideration of individual learning needs and rates of progress are made when planning activities and learning opportunities. A range of resources is available to support the learning needs of all students. Staff members demonstrate an understanding of the backgrounds of their students and recognise the importance of positive and caring relationships to successful learning.

School staff members expect all students to learn successfully and have high expectations for student engagement and achievement.

The school has utilised achievement data to identify a sharp and narrow Explicit Improvement Agenda (EIA) relating to improving students' reading comprehension and writing skills. A systematic approach to the development of targets and ensuring that programs aligned to the EIA are systematically evaluated for effectiveness in improving student outcomes is emerging.

All staff members recognise the importance of a holistic approach to supporting the complex needs of all students.

The school has processes established to provide academic support to address individual needs. Student wellbeing is highlighted as a key priority by the principal. An ongoing program to facilitate student wellbeing is yet to be embedded across the school.

The school principal is committed to extending and enriching students' early years of learning prior to the start of formal schooling.

The school hosts a transition to Prep program each year that is supported by local families. Most students currently do not access Early Years Education programs designed to enhance the transition from home to school prior to enrolling in the Prep year.



The school's principal is an active member of the local Dalby cluster of schools.

The cluster provides a variety of opportunities for staff members and students from local schools to interact. The school participates in cluster small school moderation processes and sports days. The principal acknowledges the importance, in a small rural and remote school, of maximising networking opportunities with local schools to enrich student learning and teacher practice.

The school has a cohesive and enthusiastic team of highly committed staff members that have a shared responsibility for student learning and success.

All staff members speak of the collegial climate of the school and the willingness of everyone to support the learning and wellbeing needs of students. Staff members demonstrate a collegial commitment to improving their skills and engaging in professional discussion to enhance student learning outcomes.



2.2 Key improvement strategies

Develop a process to monitor EIA progress and evaluate the effectiveness of school initiatives in improving student learning outcomes.

Develop and enact a school-wide program to support the social and emotional wellbeing of students.

Explore opportunities to support the early learning needs of children in the community through programs such as Remote Kindergarten, playgroup or parent education.

Explore opportunities to further develop partnerships with the local cluster of schools that will bring benefit to the learning of students and the professional practice of staff members.