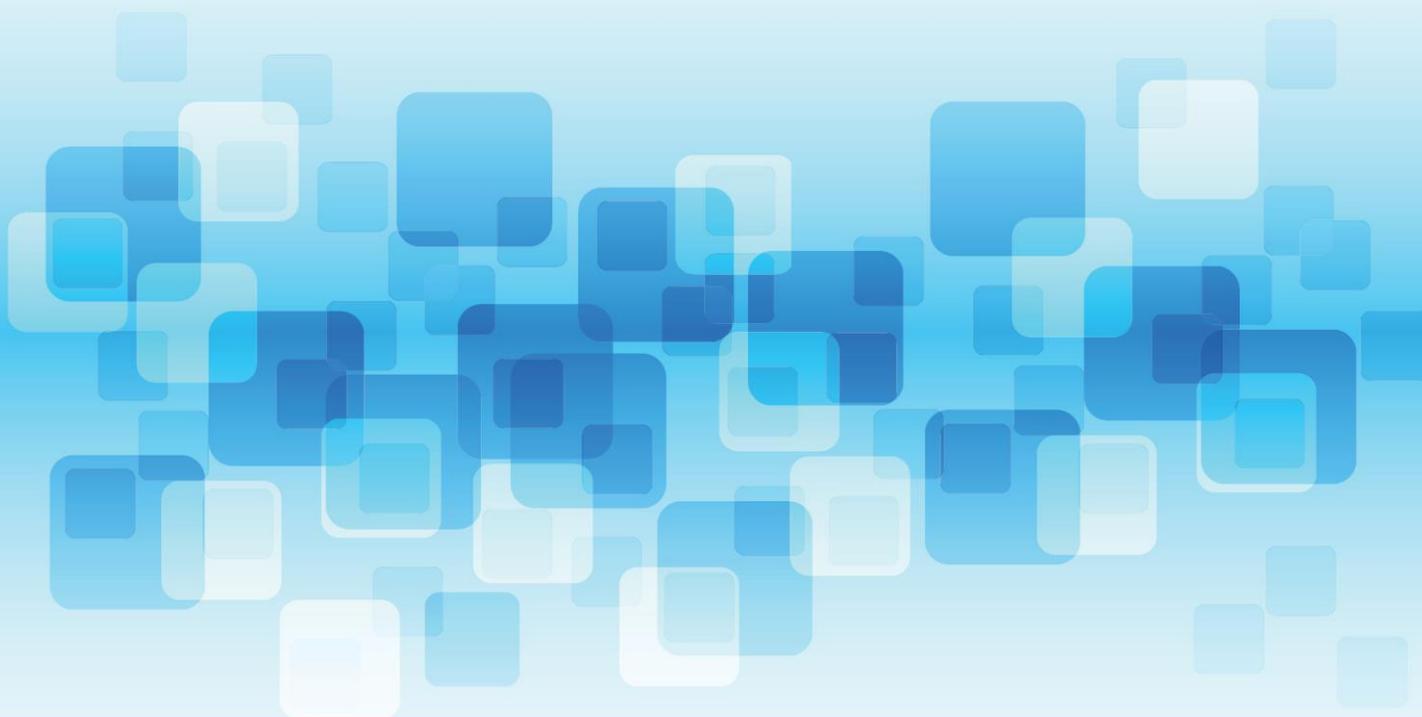# School Improvement Unit
Report

Kalamia State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Kalamia State School from 19 to 20 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Lilliesmere Road, Ayr
Education region:	North Queensland region
The school opened in:	1928
Year levels:	Prep to Year 6
Current school enrolment:	10
Indigenous enrolments:	nil
Students with disability enrolments:	30 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988
Year principal appointed:	2015
Number of teachers:	1.2 (full-time equivalent)
Nearby schools:	Osborne State School, Jarvisfield State School, Brandon State School, East Ayr State School, Ayr State School
Significant community partnerships:	Kalamia Sugar Mill
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG)

1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of two days

- interviews with staff, students, parents and community representatives, including:

  o Principal

  o Two teachers

  o Teacher aide

  o Ten students

  o Two parents

  o Administration officer

  o Speech therapist

  o Behaviour visiting teacher

  o Head of Special Education Services (HOSES)

  o Regional capability coach

1.4 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
David Cramb	Peer reviewer

2. Executive summary

2.1 Key findings

- There is a commitment by staff members to the wellbeing and improved learning outcomes for students.

  Student welfare is identified by the principal, staff members, parents and students as a school priority.

- The school has an improvement agenda that lists a range of priorities.

  The documented improvement agenda is very broad and does not reflect the current principal's identified priority area of reading.

- The school has identified, and can demonstrate, that it is using a range of assessment tools to monitor school-wide achievement and student progress.

  There is some external moderation. Internal moderation, in relation to student data and implications for teaching, is not yet apparent.

- Commitment from all staff members to improve student learning outcomes is established.

  There are no formal opportunities for school staff members to discuss student learning data, their performance and the support needed.

- The principal and staff members are committed to the continuous improvement of teaching practices.

  The school has a range of effective pedagogical practices and strategies to provide structure to the teaching of learning areas. The way these strategies align within the whole-school documented approach to pedagogical practice is as yet unclear.

- Teaching staff work at understanding where individual students are in their learning to identify starting points for teaching

  Teachers encourage and assist students to monitor their own learning and set goals for future learning.

2.2 Key improvement strategies

- Collaboratively re-define the Explicit Improvement Agenda (EIA) of the school to a key priority area.

- Develop procedures and protocols for school-wide professional dialogue on student learning data, performance and support needed.

- Review the school pedagogical framework to identify signature effective teaching practices for the school.

- Develop a regular coaching and feedback model to provide all staff members with support to drive improved teaching practices that align to the school's improvement agenda and pedagogical framework.

- Design and document targeted support plans for identified students. Align these plans with student Individual Curriculum Plans (ICPs).