

Kalamia 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 **Kalamia State School** from **24 to 25 February 2020**.

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 Lead Principal 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

Andrew Helton	Senior reviewer, SIU (review chair)
Jason Manttan	Peer reviewer

1.2 School context

Location:	Lilliesmere Road, Brandon	
Education region:	North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	14	
Indigenous enrolment percentage:	7.14 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	21.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	46.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	966	
Year principal appointed:	2017 – substantive	
Significant partner schools:	Burdekin North cluster with Brandon State School, Maidavale State School – multi-school initiative, East Ayr State School – Special Education Program (SEP) cluster	
Significant community partnerships:	Local Seventh Day Adventist Church through Foodbank delivery of breakfast club, Eat Up sandwich program, Wilmar Sugar Australia – grounds support, Burdekin Early Childhood Education Centre (ECEC), Ready Set Go pre-Prep, Playgroup	
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG), student council, wildlife awareness	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP), guidance officer, students with disability support teacher, cluster Head of Special Education Services (HOSES), two teachers, three teacher aides, seven students and two parents.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives, president of the Burdekin Festival of Arts and two representatives of Wilmar Sugar Australia Kalamia Mill.

Partner schools and other educational providers:

- Principal of Brandon State School, principal of Maidavale State School, deputy principal of Ayr State High School and regional Positive Behaviour for Learning (PBL) coach.

Government and departmental representatives:

- State Member for Burdekin, Shadow Minister for Natural Resources and Mines and for Northern Queensland, and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
School Opinion Survey	School Data Profile (Semester 1, 2019)
OneSchool	Student Learning and Wellbeing framework
Professional learning plan 2020	Curriculum planning documents
School budget overview	Headline Indicators (October 2019 release)
School pedagogical framework	Professional development plan
School data plan	School newsletters and website
School differentiation surfboard	Responsible Behaviour Plan for Students
School-based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019



2. Executive summary

2.1 Key findings

All staff members are united in their approach to student engagement and learning.

Staff are committed to the belief that every student is an individual and able to achieve positive outcomes. A high level of individualised, caring relationships is apparent throughout the school, with all staff members contributing to the welcoming and supportive school community that values students as the highest priority. All staff members indicate their obligation to address the learning needs of each and every student enrolled at the school.

Staff members, strongly led by the principal, have worked together to build a positive culture of inclusion at the school to meet the needs of the diverse range of learners.

These inclusive practices have included prioritising the wellbeing needs of students to remove the barriers to successful learning. As acknowledgement of the quality work, the school, as part of the Burdekin Small School Cluster, was a recipient of the 2019 Showcase Award for Excellence in Rural and Remote Education for 'The rural and remote individualised curriculum delivery initiative'.

The school has engaged in a process to introduce and embed Positive Behaviour for Learning (PBL) approaches, locally known now as Positive Culture for Life (PC4L).

With whole of school community support and with consistent and sustained success, the program has developed to become more individualised for learners. Staff members articulate that this process has been challenging and rewarding as part of the school's improvement journey.

The principal places a high priority on staff wellbeing and has dedicated time and funding to support all staff members.

The teamwork approach is espoused by all members of the teaching team in partnership with school community members. Staff members indicate they feel well supported by the team approach at the school.

Members of the teaching team work with the principal to use and explore a range of pedagogical practices in a number of classroom curriculum delivery modes.

Teachers and teacher aides indicate an awareness of current research regarding evidence-based teaching practices and recognise that effective teaching is critical to improving student learning outcomes. The need to review and streamline these approaches to upskill less experienced members of the teaching team is acknowledged as an important step in the development of the deeper skill levels for teachers.



The principal demonstrates a strong conviction that quality teaching delivered within an inclusive learning environment is the key to improved student learning.

The principal leads improvements in teaching and learning for the school, Staff members receive informal feedback regarding their teaching as part of their day-to-day interactions with one another. The principal acknowledges that engagement in formal modelling practice for staff members, and creating opportunities for staff members to watch others work is an area for further development, and that this work may include staff members from partner schools. The principal understands that detailed feedback to teachers and teacher aides is an important aspect of Quality Assurance (QA) of pedagogy.

Teachers articulate that they value the curriculum planning tools and expertise provided to them by the school in partnership with other schools.

To assist teachers in unpacking the units of work in readiness for teaching, the school uses a planning flowchart encompassing five main steps. Key information for each of these elements to explain the guiding questions is provided to teachers. The school recognises the challenges of delivering the Australian Curriculum (AC) within a multi-age setting and acknowledges the need to continue to build teacher capability in this area.

The principal has worked with leaders of other schools to undertake cluster activities that have provided opportunities for teachers to deepen their professional knowledge during co-planning meetings.

Due to the nature of the combined Prep to Year 6 learning space, informal opportunities are provided on a daily basis for teaching staff members to model teaching practices and coach each other. This includes demonstrations by support staff members who visit on an itinerant basis. Conversations with staff members and the principal indicate that regular formal observation and feedback regarding teaching practices in conjunction with coaching and mentoring opportunities related to the Explicit Improvement Agenda (EIA) are areas for consideration within the Burdekin North cluster activities.

Parents are viewed as essential partners in supporting the learning needs of their child.

The school's Parents and Citizens' Association (P&C) is conducted by a small active group of parents who support the school. Monthly P&C meetings attract a regular attendance of parents and community members. The P&C appreciates the principal's comprehensive reports regarding the school's progress.

Strong links with neighbouring schools have seen the Burdekin North Cluster of three schools develop further to becoming an entity that brings students and staff members from three small schools together.

This network assists the school to develop the professional expertise of staff members, produce curriculum planning materials and address commonly identified needs. Members collaborate to support staff members across the schools to engage meaningfully. The schools draw on each other's strengths in innovative ways to reduce workload and improve their practice.



The neighbouring sugar mill owned by Wilmar Sugar Australia is a highly valued partner to the school.

Members of the mill workforce assist the school with grounds maintenance, animal relocation issues and many other support measures. Wilmar Sugar Australia sponsors an annual award to promote academic achievement. School community members describe the importance of this positive acknowledgement. The principal keeps in close contact and holds regular meetings with the mill manager and the regional head of community relations.



2.2 Key improvement strategies

Review and streamline the number of pedagogical approaches documented to update the current pedagogical framework to deepen the knowledge and use of effective research-based practices.

Establish a regular detailed feedback process to ensure implementation of the school's agreed pedagogical practices.

Further develop teacher capacity to deliver the AC within a multi-age setting to ensure each student is engaged in learning activities aligned to their ability levels across the curriculum areas.

Work with cluster colleagues to implement regular formal observation and feedback methods in conjunction with coaching and mentoring opportunities.