



# School Improvement Unit Report

## Keppel Sands State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Keppel Sands State School** from **11 to 12 August 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

<b>Location:</b>	Keppel Sands Road, Keppel Sands
<b>Education region:</b>	Central Queensland Region
<b>The school opened in:</b>	1903
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	19
<b>Indigenous enrolments:</b>	21 per cent
<b>Students with disability enrolments:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	854
<b>Year principal appointed:</b>	2015
<b>Number of teachers:</b>	1.5 (full-time equivalent)
<b>Nearby schools:</b>	Coowonga State School, Cawarral State School, Emu Park State School
<b>Significant community partnerships:</b>	Keppel Sands Community Advancement League, Keppel Sands Hotel
<b>Significant school programs:</b>	Sporting Schools program, Junior Landcare, Friday Breakfast program, after school activities program, Keppel Sands playgroup, gala days, student council



### 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:
  - Principal
  - Classroom teacher
  - Two teacher aides
  - Parents and Citizens' Association (P&C) president, secretary and treasurer
  - Community representative – Keppel Sands Community Advancement League
  - Cleaner
  - Schools officer
  - Playgroup coordinator from Livingstone Shire Council
  - 19 students
  - 8 parents

### 1.4 Review team

Garry Lacey

Internal reviewer SIU (review chair)

Erika Hassett

Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school is highly regarded by parents, students and members of the local community.

The Parents and Citizens' Association (P&C) actively engages with many school activities and contributes through community fundraising to enhance the school's facilities and resources.

- The tone of the school is caring, supportive and responsive of students and there is a strong sense of pride apparent across the school.

Parents have a positive view of the school and report high levels of satisfaction on the quality of their child's education. Parents report that they value the amount of individual attention paid to students and are encouraged by the level of interest shown by teachers in supporting every student's success.

- The use of digital technologies is embedded across the school in a highly effective manner to enhance the learning of all students.

Most staff members have developed high level digital literacy skills which they use in a variety of ways in daily classroom activities. There is a virtual classroom where students can engage in self-paced, individualised learning at school and at home. The use of these devices is transforming learning for students at the school.

- The staff has worked hard to establish a safe, supportive and disciplined learning environment at the school.

The school rules '*be safe,*' '*be responsible*' and '*be respectful*' are apparent in the classroom and school environment. Classrooms are orderly and conducive to learning.

- It is clear that the strong outcomes for students result from the efforts of professional, dedicated and capable teaching and non-teaching staff.

There is a high level of commitment from staff to improving student learning outcomes. The school promotes collaboration and teamwork through regular meetings of staff. Collegial conversations are held in these meetings relating to curriculum planning, assessment, moderation and reporting processes.



- The school uses Curriculum into the Classroom (C2C) resource as a key driver for the implementation of curriculum within the school.

The principal and her teacher colleague meet for a day each term to discuss a range of logistical needs relating to curriculum. Collaborative planning of curriculum units across all learning areas is a process yet to be fully embedded. Systematic processes to regularly quality assure the enacted curriculum to ensure it meets intended expectations for all learning areas of the Australian Curriculum (AC) are yet to be developed.

- There is a pedagogical framework developed which is based on the signature pedagogy of Explicit Instruction (EI).

The pedagogical framework describes elements which feature regularly in classroom lessons. A process is currently being undertaken to develop the Keppel Keys. These are non-negotiable, research-based strategies which will be implemented in the key learning areas of literacy and numeracy.

- The school makes clear that the purposeful, systematic and ongoing collection of a range of data is important and is utilised to build a culture of self-evaluation and reflection across the school.

Staff data literacy skills in the analysis, interpretation and use of classroom data are variable. Regular analysis and discussion of student data is a practice yet to be fully established at the school.

- The school implements a broad range of curriculum and extra-curricular activities and contributes to a number of community events each year.

Informal processes are currently developed for staff to allocate duties and tasks relating to these activities. Specific roles and responsibilities for staff members are yet to be developed. Broad communication of these roles and responsibilities to the community are yet to be established.

- It is apparent that high levels of professional trust are developing amongst all staff members.

Collegial sharing is commonplace across the school with a range of formal and informal partnerships established to share resources and professionally support colleagues. Opportunities for all staff to receive regular feedback on their teaching practice and engagement with students, from the principal or colleagues, is a process yet to be fully embedded across the school.



## 2.2 Key improvement strategies

- Review the school's curriculum framework to ensure the rigour and intent of all learning areas of the AC are enacted at the classroom level.
- Refine the school's pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation across the school.
- Provide time for in-depth discussions with colleagues to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.
- Develop roles and responsibilities for staff members to assist with delegation of tasks and leadership of programs.
- Develop an observation and feedback culture, involving all staff, to provide timely support and advice on classroom practice in the priority areas, and in areas for individual development.