

Kilcummin State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Kilcummin State School** from **5 to 7 September 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies, the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. This school is prescribed to deliver a Kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the 7 areas of the [National Quality Standard](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

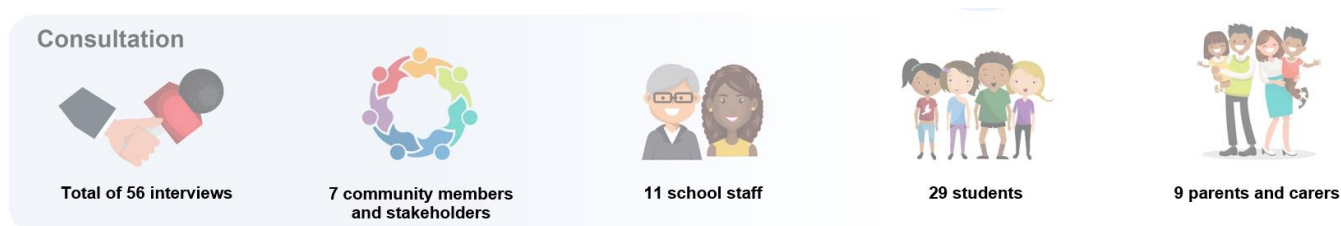
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock	Internal reviewer, SRR (review chair)
Rebecca Toohey	Peer reviewer
Laurelle Allen	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Wangan Jagalingou Land We acknowledge the shared lands of the Wangan Jagalingou nation and the Wirdi people of the Wirdi language region.
Education region:	Central Queensland Region
Year levels:	Kindergarten to Year 6
Enrolment:	51
Indigenous enrolment percentage:	Nil
Students with disability percentage:	9.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	1029

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **22 to 23 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1046 and the school enrolment was 34 with nil Indigenous enrolment and a student with disability enrolment of 9%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively review the whole-school curriculum assessment and reporting framework to ensure it reflects current and expected school practices. (Domain 6)
- Deepen the knowledge and skills of teaching staff to effectively teach reading across the curriculum, and revise the reading framework to reflect new and current practices. (Domain 8)
- Build the capacity of the principal and teachers to comprehensively lead an improvement agenda, supporting staff through the change process and ensuring actions reflect evidence-based practice. (Domain 1)
- Establish a range of professional networks, within and beyond the cluster, implementing observation and feedback processes and exploring ways to use technology to consolidate these networks. (Domain 5)

2. Executive summary

2.1 Key affirmations

The school places a high priority on encouraging and fostering positive student behaviour.

The expectations for student behaviour are clearly outlined in the Student Code of Conduct. This document encompasses an instructive approach that includes recognition of desired behaviours and learning achievement. Both staff and students are familiar with the whole-school positive behaviour expectations. Parents are informed of the fortnightly behaviour focus through the newsletter. Parents and staff consistently describe student behaviour as exemplary.

A spirit of inclusion is embraced by students and staff members.

A clear intention is apparent to nurture a welcoming and supportive environment where every student feels accepted and valued. Students actively support peers so that they have equal opportunities to participate in school activities. Staff members indicate that the small size and close community feel of the school provides them with the opportunity to know the interests, motivations, and talents of each student. The staff are committed to a wraparound approach to supporting the wellbeing and learning needs of each student.

The principal and staff focus on systematically progressing students' literacy.

A prescriptive and consistent approach to the teaching of literacy is implemented in Prep to Year 2. Teachers and teacher aides describe processes to track students' reading and spelling progress. Students requiring additional support are identified and interventions are delivered in systematic ways in Prep to Year 6. Staff articulate this focused approach is having a positive impact on the development of student literacy across the school.

The State Delivered Kindergarten (SDK) is a welcome addition to the school since 2020.

The principal and staff foster a strong start for children in the local community. The SDK is the first experience in a formal educational setting for many children in the community. Age-appropriate pedagogies (AAP) are used throughout the school, including in the Kindergarten, to support Prep students' access to learning in a multi-aged classroom. Parents express appreciation for the child-centred approach and delivery of the Queensland kindergarten learning guideline (QKLG), which creates a safe and confident learning environment for their child. This approach supports smooth transitions from Kindergarten into Prep and beyond.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop focused strategic documents that include measurable student outcomes, targets, milestones and accountabilities to clarify staff responsibilities for implementing strategic actions and enable systematic evaluation of the effectiveness of these actions.

Domain 2: Analysis and discussion of data

Develop a collective understanding of the conditions for summative assessments to effectively measure progress against the curriculum achievement standards.

Domain 6: Systematic curriculum delivery

Review and refine the 3 levels of planning in collaborative teams to support teachers' shared understanding of the Australian Curriculum (AC) and how to implement it systematically.

Domain 7: Differentiated teaching and learning

Build staff capability to systematically plan, record, and implement differentiated teaching strategies to appropriately challenge and stretch students in their learning.

Domain 8: Effective pedagogical practices

Collaboratively review the 'Whole School Approach to Pedagogy' to facilitate a shared language, knowledge and understanding of approaches and strategies, with a focus on AAP.