



# School Improvement Unit Report

## Kogan State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Kogan State School from 7 to 8 June 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>	George Street, Kogan
<b>Education region:</b>	Darling Downs and South West Region
<b>The school opened in:</b>	1897
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	21
<b>Indigenous enrolments:</b>	9.5 per cent
<b>Students with disability enrolments:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	951
<b>Year principal appointed:</b>	July 2014
<b>Number of teachers:</b>	1.44 (full-time equivalent)
<b>Nearby schools:</b>	Brigalow State School, Warra State School
<b>Significant community partnerships:</b>	Salvation Army, Progress Association, Rural Fire Service
<b>Significant school programs:</b>	Art@Kogan



### 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
  - Teacher
  - Music and physical education teacher
  - Support Teacher Literacy and Numeracy (STLaN)
  - Three teacher aides
  - Administration officer
  - Five parents

### 1.4 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Catharina Patterson	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The principal and staff members of the school reflect a commitment to purposeful and successful learning.

The classroom is calm, structured and ordered with high levels of student engagement visible. Positive and caring relationships are apparent amongst all staff members and students. Students report that ‘the best thing about the school is that everyone gets along’. The parents and the community are welcome in the school.

- The principal has developed an agenda for improvement and can describe the improvements they wish to see in student behaviours and outcomes.

The priority areas are reading, behaviour management, attendance and workforce performance development. The principal uses a range of data sets to inform this agenda. The knowledge of targets and the tracking of improvement are yet to be fully developed and shared with parents and the wider school community.

- The school has an explicit, sequenced plan for curriculum delivery.

Detailed curriculum plans are developed annually. A system for tracking the delivery of content descriptors across year levels is yet to be developed.

- The principal focuses attention on priority curriculum areas, particularly reading, to ensure students are proficient in the basics of literacy.

The teaching and learning of reading, is a whole-school focus. The principal is committed to working with Band 5 peers to develop a whole-school reading framework. A whole-school approach to the teaching of reading strategies is yet to be developed.

- The principal recognises that highly effective teaching is the key to the improvement of student learning outcomes. Staff members are committed to refining their teaching, skills and practice.

The principal takes a lead role in the development and implementation of teaching programs in the school. The school has a documented pedagogical framework, which is yet to be embedded in the school. There is an expectation that staff members remain committed to continuous improvement. Classroom observation and feedback processes are being discussed, and are yet to be developed. The principal is actively seeking an effective model for the facilitation of professional learning and feedback.

- Staff meetings provide the opportunity for staff members to work collaboratively.

There are opportunities to moderate writing tasks within the school. Moderation of writing within the cluster of Band 5 schools is in the planning stages. The Band 5 cluster has plans established to work collaboratively to support school improvement.



- Teaching practices across the school reflect the belief that all students, if properly motivated and supported, are capable of learning, and might do so at different rates.

Classroom differentiation occurs through a range of informal interactions, including flexible class groupings. The needs of higher achieving students are met informally through involvement in class groupings and online learning programs. Extension opportunities for students who are working beyond year level expectations are not yet formalised.

- The school has strong relationships with the school's families and the school is working towards greater community involvement in the school.

The school recognises the importance of transition from home to formal learning. A pre-Prep program was previously available in the local area. Staff members and parents recognise that a pre-Prep program is vital to the future of the school.



## 2.2 Key improvement strategies

- Develop processes to communicate the targets, timelines and achievements of the school's improvement agenda and curriculum framework to the school community.
- Develop a school curriculum-tracking tool to monitor the coverage of the Australian Curriculum (AC) content descriptors across year levels.
- Collaboratively develop a whole-school reading framework.
- Collaboratively review the pedagogical framework with all staff members, including observation and feedback, to ensure consistent implementation of agreed practices.
- Implement a moderation program to confirm teacher judgement of student achievement.
- Formalise extension programs for students who are working beyond year level expectations.
- Develop explicit partnerships with providers of pre-Prep programs, to facilitate effective transition from home to school.