

Kogan State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Kogan State School** from **21 to 22 July 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Scott Curtis

Internal reviewer, EIB (review chair)

Thomas Harrington

Peer reviewer



1.2 School context

Location:	High Street, Kogan	
Education region:	Daring Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	28	
Indigenous enrolment percentage:	21.42 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	10.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	838	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer, two teachers, three teacher aides, cleaner, schools officer, eight parents and 11 students.

Community and business groups:

- Kogan State School Parents and Citizens' Association (P&C) and driver school bus run.

Partner schools and other educational providers:

- Principal Chinchilla State High School, principal Chinchilla State School, principal Warra State School and principal Brigalow State School.

Government and departmental representatives:

- Principal Advisor – Teaching and Learning (PATaL), Queensland Police Service (QPS) Adopt-a-Cop, Community Activation Project Manager of Western Downs Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
Diagnostic data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Responsible Behaviour Plan for Students



2. Executive summary

2.1 Key findings

The principal and staff view the building of strong partnerships as essential in supporting the learning and wellbeing needs of all students.

The principal actively seeks new ways to interact with parents, community members and local associations. Parents, staff and outside agencies speak of the positive change within the school community including the sharing of information and welcoming nature of staff members. The principal is acknowledged as the key driver of this change.

Teachers express professional satisfaction in working at the school, and describe collegial relationships and their ability to work collaboratively with others as important.

Students articulate that they have a strong sense of belonging, feel supported by teachers and that this is a good school. Teacher aides are valued as partners in students' learning and are well informed regarding school priorities and processes and are considered as an integral part of the teaching team. Staff are committed to continually improving their practice.

The school has a team of enthusiastic and dedicated staff that share responsibility for student learning and success.

The principal acknowledges that staff Professional Development (PD) is fundamental to the school's improvement agenda. The school has developed an annual professional learning plan that has identified strategies, practices and personnel to further develop and assist staff to be continually committed to improving their practice. An observation and feedback process is yet to consistently and systematically occur. Staff members articulate that they are supportive of opportunities to receive modelling, coaching, mentoring and feedback.

A coherent whole-school curriculum plan that outlines how the school addresses curriculum delivery is being developed by the school.

Teachers are expected to utilise this plan and supporting documents as a basis for developing unit plans including overviews, assessment tasks, exemplars, learning intentions and success criteria. Some teachers interviewed express a desire to continue to engage in further PD in relation to deepening their understanding of the Australian Curriculum (AC), use of achievement standards and the adoption of collaborative planning opportunities. The principal acknowledges the ongoing need to support teaching staff to develop a deep understanding of the AC and the P- 6 Curriculum, Assessment and Reporting Framework (P-6 CARF).



The principal sets high expectations for teachers to deliver effective pedagogical practices.

The school's pedagogical framework clearly articulates the school's vision, mission statement and values encompassing the delivery of Explicit Instruction (EI) to facilitate learning in the classroom. The principal identifies the need to collaboratively review the school pedagogical framework, including observation and feedback cycles with staff, to ensure the school's pedagogical approach supports student learning outcomes.

Staff articulate the belief that, although students are at different stages in their learning, all students are capable of learning successfully.

The school is involved in Leading Learning Collaborative (LLC) PD and has adopted a case management approach to supporting students. Classroom teachers are supported by the principal and Support Teacher Literacy and Numeracy (STLaN) to monitor the progress of individuals and to identify student learning needs. The case management approach supports teachers to identify strategies that inform the next steps of teaching. There is a variable degree of understanding amongst teaching staff regarding identifying and applying strategies that support the next steps in learning.

The principal gives priority to the school-wide analysis and discussion of systematically and school-collected data regarding student outcomes.

The school utilises regional reading benchmark data to support the establishment of school reading targets, in addition to the tracking, intervention and monitoring of progress for students. The school tracks every student on a data wall and supports the identification of students for further academic support and the next steps of teaching. The school undertakes the analysis of student reading data on a regular basis.

Parents and students speak positively regarding the quality learning relationships in an environment that values each student.

Parents speak positively regarding their child's education, and the safe, supportive and disciplined environment. Students articulate that they have a strong sense of belonging, feel supported by teachers and that this is a good school. Parents indicate that teachers are approachable and readily provide achievement information and goals regarding their child.



2.2 Key improvement strategies

Embed a school-wide process to systemically implement a collegial observation and feedback process for all staff.

Enhance opportunities for all staff to continue building their professional understanding and application of the AC to the teaching and learning cycle.

Revisit the school pedagogical framework to determine the high-yield agreed pedagogical practices that will support the implementation of curriculum delivery and student learning.

Enhance teacher understanding to identify and apply strategies that support the next steps in learning for all students.