

Kulpi State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1.2 School context

Location:	Beckman Street, Kulpi
Education region:	Darling Downs South West Region
Year opened:	1915
Year levels:	Prep to Year 6
Enrolment:	18
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	18.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	995
Year principal appointed:	2015
Full-time equivalent staff:	1.48
Significant partner schools:	Gore/Oakey Cluster: Band 5 partner schools Biddeston State School, Mount Tyson State School, Jondaryan State School, Brookstead State School
Significant community partnerships:	Maclagan Windermere Kindergarten Inc (C&K), Kulpi State School playgroup
Significant school programs:	Stephanie Alexander Kitchen Garden (SAKG) program, Japanese language Prep to Year 6



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), three teachers, five teacher aides, Parents and Citizens' Association (P&C) president, cleaner, six parents, 18 students and playgroup coordinator.

Community and business groups:

- Community volunteer and director of Maclagan Windermere Kindergarten.

Partner schools and other educational providers:

- Principal of Biddeston State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2017	Strategic Plan 2015-2018
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Communication Books
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Student data profiles	Report cards
Wellbeing framework	Minutes of meetings
School based curriculum, assessment and reporting framework	Annotated Timetables



2. Executive summary

2.1 Key findings

The principal and staff members are committed to ensuring that every day, every student is learning and achieving within a safe and supportive environment.

The principal explicitly models high expectations and respectful relationships within the school. All staff members share a collective responsibility for student wellbeing and academic success.

The school projects a positive culture with a caring, supportive learning environment.

Staff, parents and community members demonstrate respectful relationships and speak highly of the school and consistently recognise its strong, community-based support. The tone of the school echoes a commitment to successful learning. Staff, parents and community members agree that the principal is a key driver in creating the positive learning culture. They report the principal is cognisant and supportive of the needs of all members of the diverse school community.

The principal and staff members are committed to the success of all students.

The principal has created a teaching and learning philosophy that provides a personalised approach for each student. There is an understanding of the importance of identifying the appropriate level of learning for individuals and groups of students, particularly in reading.

The principal has established and is leading a narrow and sharp Explicit Improvement Agenda (EIA) focused on developing fluency in reading.

The school's Annual Implementation Plan (AIP) and EIA are accompanied by some targets expressed in student outcomes. These targets are yet to align with the high expectations for student achievement that are apparent across the school. Timelines for actions and short-term targets to track and monitor the effectiveness of actions and strategies outlined in the EIA are developing.

The school has a team of highly skilled teachers and teacher aides that shares the common priority of high quality education centred on the individual student.

All staff members are eager to expand their skills and knowledge and discuss the formal and informal feedback they receive from the principal and each other. All staff indicate they are open and ready for further formal feedback and the opportunity to watch and learn from each other's work.

Intellectual rigour and independent learning are promoted in a differentiated and inclusive school environment.

The principal acknowledges the need to continue to build a culture of inquiry and innovation throughout the school whereby creative exploration is valued. The global languages program of online Japanese is identified as a beginning step in this area.



It is apparent staff members use learning goals and processes to provide feedback to students in relation to their learning.

The development of student learning goals and effective feedback is recognised by the principal as an important component of the EIA to assist students to take ownership of their learning.

The principal works to ensure that students are appropriately engaged, challenged and extended by modifying and adapting curriculum resources.

Students articulate that lessons are engaging and that teachers provide individual and regular feedback to them regarding their performance. Students are assisted to monitor their own learning and to set goals aligned with the EIA. The school is yet to explore strategies to further develop student ability to identify next steps for learning through the understanding of marking guides aligned to assessment tasks.

The principal and staff members place a priority on building strong partnerships with parents and the local community.

The school's child-centred approach extends to working with families within the school and home contexts. Parents feel welcomed into the school and many articulate it is the 'family feel' atmosphere developed by strong and respectful relationships that is the real strength of the school. Parents believe the school environment is highly supportive of their child's learning and wellbeing needs.



2.2 Key improvement strategies

Develop timelines for actions and short-term targets aligned to the EIA to enable the systematic measurement of progress towards the desired improved student learning outcomes.

Strengthen the informal classroom-based learning processes to involve all staff members in peer coaching, modelling, mentoring and Watching Others Work (WOW).

Review the school curriculum plan to include targeted opportunities for inquiry and innovation within learning areas.

Develop a systematic process for staff members to provide regular and timely feedback to students that makes clear what actions they can take to make further learning progress.

Develop strategies to assist students to become assessment literate learners who are able to self-identify actions they can take to improve their learning outcomes.