

Kolan South 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 **Kolan South State School** from **15 to 16 June 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. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

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.

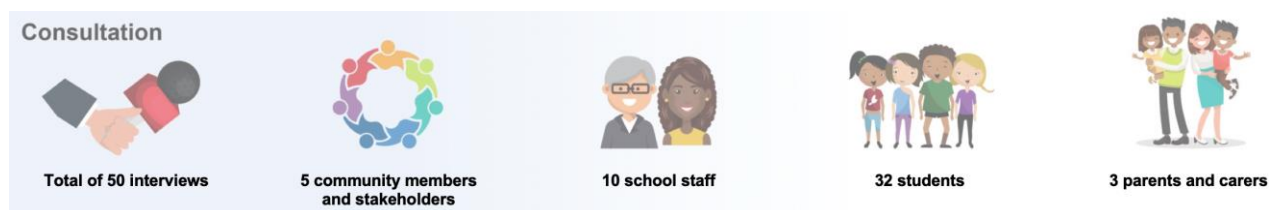
The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford Internal Reviewer, SRR (review chair)

Karen Warren Peer Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Taribelang, Kabi-Kabi, Batjala and Waka Waka nations
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	63
Indigenous enrolment percentage:	14.2%
Students with disability percentage:	3%
Index of Community Socio-Educational Advantage (ICSEA) value:	1010

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **27 to 28 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 979 and the school enrolment was 102 with an Indigenous enrolment of 3.2% and a student with disability enrolment of 4.2%.

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

- Review and refine the Explicit Improvement Agenda (EIA) improvement strategies to reflect the narrow focus area, including clear timelines and success checks for their implementation. (Domain 1)
- Identify opportunities to unpack the whole-school Curriculum, Assessment and Reporting Plan (CARP) with teachers in order to clearly outline and understand the curriculum planning expectations for implementing the learning areas of the Australian Curriculum (AC). (Domain 6)
- Identify further opportunities for staff members to work together to learn from each other's practice, strengthening the alignment and consistent implementation of agreed whole-school practice. (Domain 5)
- Collaboratively review the expectations for using the agreed practices of the pedagogical framework across the learning areas to enable consistency of their implementation. (Domain 8)
- Provide further time and support for teachers to build their data literacy through the engagement of in-depth discussions of systemic and school-based achievement data aligned to the EIA to inform teaching and the next steps for learning. (Domain 2)

2. Executive summary

2.1 Key affirmations

Staff communicate that having positive relationships with students establishes a culture of trust and understanding.

The principal and staff members understand the importance of setting high expectations for student improvement, learning and behaviour. Staff maintain a learning environment that is welcoming and supportive. Students express they have great teachers and teacher aides who care for them and help them with their learning. A high level of staff commitment and enthusiasm is apparent to improve student learning outcomes.

Investment in human resources to respond to the needs of students is paramount at the school.

Historically, management of the budget has created a low student-to-teacher ratio at the school. Students speak highly of the support they receive from their teachers. Teachers express appreciation for the principal's commitment to providing personnel to assist in catering to student diversity. Teacher aides are highly valued and support a number of intervention programs and learning support practices at the school. Teachers communicate their teacher aides are skilled in supporting the teaching of literacy and numeracy and provide insight into how to address the learning needs of the students they work with.

Teachers have implemented learning walls and 'Bump it up' walls, and students identify how these support their learning.

Based on the work of Lyn Sharratt¹, the use of learning walls and Bump it up walls is an emerging research-informed pedagogical practice led by the principal. Students articulate that these walls guide them in knowing what is required for Levels of Achievement (LOA), and they use them to enhance their learning. Teachers express they have enjoyed implementing these pedagogies as part of their teaching as they provide clarity on expectations during the teaching and learning cycle.

Staff, students and stakeholders speak highly of the school's place in the community and intergenerational participation.

The school proudly displays its history, traditions and artefacts, celebrating the contributions students have made to the community. A generational student-led Drum Corps is managed and led by staff and previous students who were part of the group when they attended the school. Students convey pride in being part of the Drum Corps and how they have developed confidence from their participation in the group. Students describe participating in a range of intra- and inter-school competitions and activities including mathematics team challenges, sporting activities and attending local festivals and celebrations. They have achieved pleasing results in these areas, which have been ongoing over a number of years, and are regarded as important elements of school culture and partnerships.

¹ Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>

2.2 Key improvement strategies

Domain 2: Analysis and discussion of data

Develop and deliver Professional Development (PD), guided by the Data Literacy Framework (DLF), to build teachers' data literacy to use data to inform student progress and tailored teaching and learning.

Implement a cycle of inquiry to discuss trends observed on the data wall to inform resource allocation and whole-school planning to support small group or individual student needs.

Domain 6: Systematic curriculum delivery

Develop teacher knowledge and understanding of the AC through the pre-moderation juncture and other professional learning to enable making informed decisions when adjusting band/year and unit plans.

Systematically enact a collaborative curriculum planning process that includes between the first 2 junctures of moderation (Before and first After) of student work samples to inform teaching and learning during the implementation of a unit.

Domain 8: Effective pedagogical practices

Collaboratively establish an agreed set of evidence-informed strategies for the teaching of literacy across the school to ensure there is consistency in pedagogical routines.