

Kioma State School

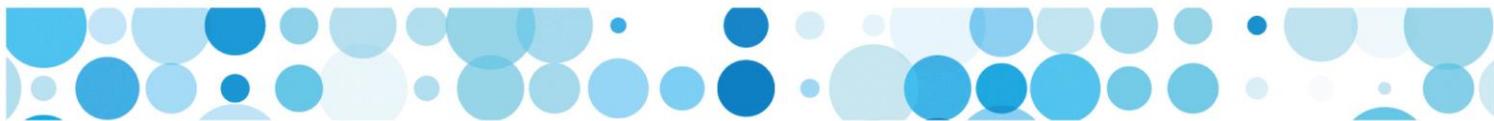
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Kioma State School** from **17 to 18 September 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

Sandra Perrett	Internal reviewer, EIB (review chair)
Cameron Hodges	Internal reviewer



1.2 School context

Location:	Kioma Road, Kioma	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	12	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1007	
Year principal appointed:	2019	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, Business Manager (BM), three teacher aides, two cleaners, nine students and five parents.

Community and business groups:

- President and members of the Parents and Citizens' Association (P&C), local bus driver and playgroup parent.

Partner schools and other educational providers:

- Principal and deputy principal of Goondiwindi State High School and principal of Kindon State School.

Government and departmental representatives:

- Two councillors for Goondiwindi Regional Council, State Member for Southern Downs and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 1 2020)
Professional learning plan 2020	School budget overview
School pedagogical framework 2020	Teaching and Learning Overview
School data plan	School differentiation plan
School Opinion Survey	Professional development plans
School newsletters and website	Responsible Behaviour Plan for Students
Differentiation Considerations Overview	Reading Framework
Whole School Curriculum and Assessment Framework	Headline Indicators (May 2020 release)



2. Executive summary

2.1 Key findings

There is a strong sense of belonging for all that work, volunteer and learn in this vibrant educational community.

The principal has clear and high expectations that all students will experience success in their learning when provided with individualised support, a responsive curriculum, and the provision of a structured, disciplined learning environment where individuals are cherished and celebrated. All members of the school community proudly discuss the positive and productive relationships that exist between staff members, students and parents. Staff members express confidence in the principal leading the strategic direction of the school.

A shared responsibility for student learning and success is articulated by all staff members.

The principal works with staff members to identify, utilise and enhance the strengths of each individual. Staff members express appreciation for the opportunity to learn from each other and to continue to develop their capability to understand how students learn. The duties of the teacher aides, as highly valued members of the teaching team, are allocated to maximise their knowledge, skills and interests. Students and parents express appreciation of the staff members and the quality of support they provide to students.

The school is developing a sequenced plan for curriculum delivery that outlines how the Australian Curriculum (AC) will be delivered across the years of schooling.

The school has developed the Whole School Curriculum and Assessment Framework, accessing support from the Assistant Regional Director (ARD) and Principal Advisor – Teaching and Learning (PATAL). The framework reflects the unique ways of working at the school. Teachers comment positively on the pre-planning process as being a significant factor in building their knowledge of the AC. All teachers express a desire to enhance their knowledge of the AC, particularly through the Darling Downs South West (DDSW) moderation project process.

The principal articulates and values the established culture of providing explicit, improvement-focused feedback to students.

Staff members identify the importance of providing quality feedback to students and the principal expresses an appreciation of their commitment to enhancing student learning through targeted feedback. The principal identifies that feedback may include feedback from staff members, peer-to-peer feedback, and self-analysis aligned to the success criteria. The type of feedback varies across the school and throughout the year.



The principal and staff members are united in the belief that the systematic use of data is a key driver for student improvement.

All staff members involved in the delivery of the curriculum are informed by relevant student achievement data. There is an unrelenting focus from all in using diagnostic data to inform teaching and learning and driving student improvement. The principal articulates that the development of an individual student profile to track student progress in key diagnostic testing and Level of Achievement (LOA) data would be beneficial for members of the teaching team and parents.

The vision '*inspiring minds, creating opportunities, shaping futures*' captures the focus on catering for the learning needs of all students.

In response to reading levels, students are supported to develop SMART (Specific Measurable Achievable Realistic Timely) goals. Students are able to explain their goals and indicate that they are reviewed and redeveloped at the end of each term. The principal articulates the benefit of exploring the use of goal setting in other literacy areas or across different learning areas, including in response to learning intentions, success criteria and teacher feedback.

The support of student learning and progress is at the forefront of all resourcing decisions.

The principal and Business Manager (BM) strive to provide professional support and resources required by staff members to enhance teaching and learning. The school, through the support of the Parents and Citizens' Association (P&C), funds the purchase of an additional classroom teacher to ensure that the school is able to maintain the second teacher allocation. This is a significant investment by the P&C and is greatly appreciated by staff members. The school is yet to develop a sustainable model to allocate and plan for specific staffing needs in an environment of a fluctuating enrolment.

The school actively engages with past students, including visits each term, to assist current students in transitioning to their preferred secondary option.

Many students from the school enrol in boarding schools for their secondary education and the school receives positive feedback in regards to the level of preparedness of students for boarding school life. Staff members adjust the selection of pedagogical practices to provide more independent learning and facilitate homework programs to support transition.

The station school is a hub for the local community and provides a central point for families to meet, support and celebrate student success.

The principal, staff members and P&C actively seek opportunities and partnerships within the local and wider community to support student learning, student wellbeing and provide opportunities not available locally. The parent community is involved in a number of major fundraising initiatives to support the school. The P&C has 100 per cent family attendance at meetings achieved through a range of innovative scheduling arrangements. Community leaders express that at the school, teachers are happy, students are happy and parents are happy.



2.2 Key improvement strategies

Further refine the internal and external moderation processes, aligned to the developing moderation project processes, supporting teachers to continue to enhance their knowledge and implementation of the AC.

Enhance the quality and consistency of feedback provided to all students, including feedback from staff members, peer-to-peer feedback and feedback-to-self aligned to success criteria.

Collaboratively develop an individual student profile to monitor, share and celebrate student progress in key diagnostic testing and LOA data.

Implement and enhance the school-wide goal setting processes, supporting students to monitor their learning, respond to feedback and set goals for future learning.

Collaboratively develop with the school community a sustainable model to allocate and plan for specific staffing needs in an environment of a fluctuating enrolment.