

Carole Park 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 **Carole Park State School** from **11 to 15 February 2021**.

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

Christine Dolley	Internal reviewer, EIB (review chair)
Lesley Vogan	Internal reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Waterford Road, Wacol	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	183	
Indigenous enrolment percentage:	22.9 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	21.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	880	
Year principal appointed:	August 2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD) – Curriculum/Behaviour Support, Business Manager (BM), administration officer, Student Support Services (SSS) coordinator, 10 classroom teachers, KindyLinQ teacher, English as an Additional Language or Dialect (EAL/D) teacher, five teacher aides, school chaplain, 30 parents, 45 students, schools officer – grounds and facilities, two cleaners and volunteer.

Community and business groups:

- Mission Australia program manager and KindyLinQ coordinator.

Partner schools and other educational providers:

- Benowa State School principal, Augusta State School principal, Camira State School principal and Advisory Visiting Teacher (AVT) – Behaviour.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Case Management Overview
Investing for Success 2020	Strategic Plan 2018-2021
Curriculum planning documents	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional development plan 2021	Literacy Groups Framework
Reading Framework	Inclusion Framework
School pedagogical framework	School newsletters and website
School Facebook Page	Students Code of Conduct
School Opinion Survey 2019	School diagnostic data collection schedule
Headline Indicators (September 2020 release)	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The leadership team articulates a united commitment to creating a positive learning environment.

A differentiated approach is offered to students. The school has a strong focus on high expectations that all students are able to learn successfully. School leaders clearly express strategies for improving levels of student learning and wellbeing. Staff members detail their commitment to catering for the holistic development of every child, expressing an inclusion ethos. The direction and support provided by the leadership team is recognised and appreciated by the school community. Commitment is given to ensuring that all stakeholders understand the purpose for processes, strategies and research undertaken.

Explicit Instruction (EI) is identified as the school's signature pedagogy and teachers confidently articulate how this informs lesson formats.

The leadership team articulates a clear vision of regarding the types of teaching they wish to see in the school. The Annual Implementation Plan (AIP) documents a priority agenda focused on aligning high-yield Age-appropriate pedagogies (AAP) to learning areas of the Australian Curriculum (AC). Members of the leadership team have prioritised the researching of contemporary, effective teaching practices to inform the implementation of the school curriculum. Teachers identify that the elements of EI enable them to support students to develop learning routines. Teaching staff members differentiate for the needs of individual learners. Conversations with teachers indicate EI is embedded in their daily practice.

The school is characterised by calm, on-task classrooms, with committed staff members working to maximise student learning and wellbeing.

All members of the school team work towards creating and maintaining a safe, inclusive environment in which the students' diverse family and cultural backgrounds are valued. Teachers demonstrate a deep belief that every student is capable of successful learning. Mutually respectful relationships are apparent between staff members, students, parents and staff. Staff members indicate one of the highlights of the school is the collegial support available, irrespective of the role individuals play in the school. A strong ethos of intrinsic trust exists. Teachers work actively to build positive partnerships with students and parents.

Staff members express their appreciation for the clear vision the leadership team provides for the school.

The leadership team identifies that the development of precise targets and timelines aligned to student learning outcomes to measure progress in the Explicit Improvement Agenda (EIA) is the next step to develop precision. Teachers are beginning to utilise pre-assessment and post-assessment processes to ascertain student improvement in curriculum areas during planning.



Staff members in their day-to-day teaching are committed to the success of all students.

A belief is apparent across the school that every student will learn and achieve given time and support. Teachers acknowledge students will progress at different stages in their learning, and at different rates. Some teachers express an interest in building their capability to plan and implement AAP to cater for students who have the potential to achieve at a higher level. A number of students indicate they would like to engage with more challenging work. The leadership team and staff members articulate a desire to ensure the learning needs of all students, including those who have potential for higher achievement, are met in everyday teaching.

Assessment processes are aligned to the curriculum and designed to clarify learning intentions, establish where students are in their learning, diagnose gaps and monitor progress.

The leadership team is focused on developing a culture of teacher knowledge and skills in understanding and implementing assessment to measure student progress towards expected standards and to inform teacher practice. The school views moderation as a means to quality assure teacher implementation of the AC. The Head of Department (HOD) – Curriculum/Behaviour Support works collaboratively with the current cluster of schools to fine tune moderation to enhance consistency of allocation of Levels of Achievement (LOA) across subject areas. The leadership team articulates the importance of embedding moderation practices to include authentic 'before, after, after, end' processes within and beyond the school.

Curriculum planning is designed to meet the needs of the range of students within each year level inclusive of those students with disability or specific needs.

The curriculum is used as a basis for ongoing staff discussions regarding the best ways to maximise student learning and wellbeing. Collaborative curriculum planners build assessment literacy. The leadership team identifies the challenges of tracking student progress due to changing composition of classes as a result of varying enrolment patterns each year. School leaders express the intent to collaboratively track vertical alignment of the AC to ensure full coverage of the achievement standards.

Intentional collaboration, alignment and precision are identified by the school leadership team as the drivers for the next lift in student improvement.

Staff members describe a collegial school culture whereby there is shared responsibility for student learning and wellbeing. The EIA includes an emphasis on building an expert teaching team. The annual Professional Development (PD) plan outlines strategies to support this focus. A formal school mentoring, modelling and coaching process that is negotiated with staff members and differentiated to meet the needs of all participants is continuing to develop.



All staff members are committed to ensuring positive student behaviour.

Staff work towards creating a safe, productive, positive learning environment. Teachers articulate high expectations of behaviour. Teaching staff ensure calm transitions, with students demonstrating respectful behaviour as they move around the school. Positive Behaviour for Learning (PBL) has been the key strategy for 10 years. The PBL committee regularly reviews and analyses behaviour data as part of the focus on student wellbeing. Parents spoken to during the review express awareness of the use of PBL.

The physical environment mirrors the culture of the school.

Classrooms are organised as attractive, structured, purposeful learning environments with teaching resources readily at hand. They reflect staff members' high expectations that all students will succeed in their learning. Students, staff members and parents take pride in the school. The grounds, classrooms and facilities are maintained to a very high standard. The work of grounds and cleaning staff is valued by all staff members and students who appreciate the spaces in which they teach, learn and play.



2.2 Key improvement strategies

Collaboratively develop precise targets and timelines aligned to student outcomes for the effective implementation of the EIA.

Strengthen teacher knowledge and capability to apply differentiation processes in day-to-day teaching, including a focus on students who have the potential to be high achieving.

Embed moderation practices to include authentic before, after, after, end processes within and beyond the school.

Collaboratively track vertical alignment of the AC to ensure full coverage of the achievement standards to accommodate varying school class structures.

Develop a formal school mentoring, modelling and coaching process that is negotiated with staff members and differentiated to meet the needs of all participants.