

Carole Park State School

# School review report

## Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands, seas, skies and waterways from across Queensland. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal peoples and Torres Strait Islander peoples.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

## The Landscape of Learning



*The Landscape of Learning* embodied design combines oceans, rivers, land and ecology to symbolise the interconnected systems that represent the department and the complexity of the work that we do.

The river reflects the different ways in which learners experience the education journey. The northern bank represents the systems, steps and milestones within education. A tree emerges with roots that extend downwards representing the ancient wisdom and knowledge from Elders, teachers and the land itself. The southern bank shows the relationship between students and staff and knowledge sharing. The learning journey then flows out into the vast fields of further education and beyond.

Acknowledging the Torres Strait Islands and ocean peoples, 5 shapes represent the distinct language and cultural groups of the region.

*The Landscape of Learning* is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

## Snapshot of previous school review

The last review carried out at **Carole Park State School** was conducted from **11 to 15 February 2021**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 880 and the school enrolment was 183 with an Aboriginal student and Torres Strait Islander student enrolment of 22.9% and a student with disability enrolment of 21.9%.

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

- Collaboratively develop precise targets and timelines aligned to student outcomes for the effective implementation of the Explicit Improvement Agenda (EIA). (Domain 1)
- 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. (Domain 7)
- Embed moderation practices to include authentic before, after, after, end processes within and beyond the school. (Domain 6)
- Collaboratively track vertical alignment of the Australian Curriculum (AC) to ensure full coverage of the achievement standards to accommodate varying school class structures. (Domain 6)
- Develop a formal school mentoring, modelling and coaching process that is negotiated with staff members and differentiated to meet the needs of all participants. (Domain 5)

## Copyright information

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## Introduction

This report is a product of a school review carried out by School and Region Reviews (SRR) at **Carole Park State School** from **27 to 29 May 2025**.

The report presents an evaluation of the school's performance against the 9 domains of the [School Improvement Tool](#) (SIT). It includes affirmations that celebrate the achievements and successes of the previous 4 years. Improvement strategies identify the next steps for school improvement to inform the 4-year strategic planning cycle.

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

## Timeline 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 publish the review 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. As part of the next steps planning process, please consider some of the [departmental resources](#) that can assist you.

## School context

Carole Park State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	166
Aboriginal students and Torres Strait Islander students	26%
Students with disability	58%
ICSEA value	897

## Review team

Hayden Ryan	Principal, Reviews, SRR (review chair)
David Manttan	External Reviewer
Darrin Edwards	External Reviewer

## Contributing stakeholders



3  
reviewers



117  
participants



34  
school staff



46  
students



34  
parents and  
carers



13  
community  
members and  
stakeholders

## Key affirmations

### **Families express high levels of trust and confidence in the leaders and staff for successfully supporting their child to feel belonging, engagement and connection with their learning.**

Parents talk about a 'love of the school' and praise the high expectations all staff have for their child. Parents and community partners highlight the compassion shown by leaders, and particularly the role the principal has played in developing a school that shows 'genuine care and support for their child and for them as family members'. They praise the work done to build a positive, supportive, caring, inclusive and connected community. Staff appreciate the high levels of trust the community places in them. They value working closely with parents and carers and appreciate the impact of successfully connecting with these families.

### **Staff affirm how a shared commitment to a 'student first' approach within a calm, safe and engaging learning environment establishes a positive culture for learning.**

Staff indicate 'the students' are the priority and are 'at the centre of everything we do'. They highlight how the positive and supportive nature of leaders enables them to focus on teaching and learning. Leaders appreciate the work of teachers and teacher aides in enacting the school-wide belonging and engagement expectations within their classrooms. Teachers praise the work of the teacher aides in their classrooms to collaboratively achieve and acknowledge positive outcomes for students. Students identify their teachers as being one of the best things about the school. They explain how teachers 'make the time to ensure we can do our best'.

### **Staff demonstrate a belief that every student can learn and enact their commitment by differentiating their approaches to meet the needs of every student.**

Teachers discuss the extensive range of classroom differentiation strategies used to engage students in learning. Staff highlight the benefit of students engaging in learning within their class of similar-aged peers. They discuss the importance of maximising the learning time for every student every day and how this occurs through high-quality differentiated and inclusive classroom practice. Parents describe the range of ways staff differentiate for the needs of their child and how this increased their interest and positive engagement with learning and school.

### **Parents and community members praise the extensive, supportive partnerships which create and enhance opportunities for students and their families.**

Local support organisations speak of the level of trust between school staff and families and how this enhances their ability to positively support families. Parents highlight the importance and availability of playgroup and KindyLinQ for children prior to attending school. They identify attending school and Early Childhood Education and Care (ECEC) centres positively prepares their child for success. The chaplain highlights the role of the daily breakfast club, which is funded by community donations and the school and staffed by local volunteers, and explains how this prepares students for engaging with a day of learning.

## Key improvement strategies

### **Domain 8: Implementing effective pedagogical practices**

Systematically enact a whole-school approach to pedagogy to develop shared understanding of a broad range of effective, evidence-informed strategies for engaging students and improving achievement.

### **Domain 5: Building an expert teaching team**

Systematically enact a collaborative capability development model to drive continuous professional learning with all staff.

### **Domain 1: Driving an explicit improvement agenda**

Systematically enact clear line-of-sight opportunities in classrooms for leaders to monitor, support and provide feedback to teachers on the alignment of their practice with Annual Improvement Plan (AIP) priorities and strategies.

### **Domain 6: Leading systematic curriculum implementation**

Refine the whole-school approach for the teaching of reading to ensure it is planned for within units and embedded in the curriculum.

# Initial data insights

## Informing data sets

- C and above Levels of Achievement (LOA) for English and Mathematics
- A or B LOAs for English and Mathematics
- Attendance rates
- School Disciplinary Absences (SDAs) in Starting Strong (Prep to Year 2), Building on Foundations (Years 3 to 6), and On Track for Success (Years 7 to 9)
- Queensland Certificate of Education (QCE)/Queensland Certificate of Individual Achievement (QCIA) completion rate
- School Opinion Survey (SOS) data on staff morale
- Inter-Assessment Agreement (IAA) between LOA data and National Assessment Program – Literacy and Numeracy (NAPLAN) data
- Actual vs planned expenditure
- Allocated staffing resources used

## Data trends of interest

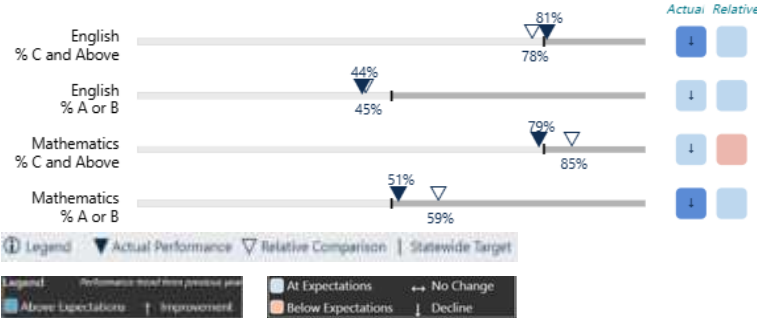
Student attendance: 2025



SOS data: 2024



Prep to Year 2: English and Mathematics LOAs



Year 5 IAA

442.9	16.0	0.16	Agreement	English-Reading
444.3	16.0	0.14	Agreement	English-Writing
448.2	16.0	0.01	Agreement	English-Spelling
448.5	16.0	0.17	Agreement	English-Grammar and Punc
421.1	16.0	0.36	Agreement	Mathematics-Numeracy

- The 2025 attendance rate for students is 81.8%; the rate for students with less than 85% attendance is 42.4%; and the rate for students with chronic absenteeism is 31.5%.
- SOS data shows the parent/carer responses about perception of the school are above region and state averages.
- Prep to Year 2 performance in English and Mathematics is similar to relative schools and close to statewide targets.
- Year 5 LOAs and NAPLAN results for 2020 to 2024 indicate agreement.

## Data-informed inquiries

- Factors influencing student attendance.
- Factors influencing parent perception of the school.
- Factors influencing student performance.
- Factors curriculum implementation, teaching and learning.

## Improvement strategies summary

### Domain 1: Driving an explicit improvement agenda

- **Systematically enact clear line-of-sight opportunities in classrooms for leaders to monitor, support and provide feedback to teachers on the alignment of their practice with AIP priorities and strategies.**
- Review the roles and responsibilities document, including all staff groups, to clarify the expectations and accountabilities which underpin the approach for improvement.

### Domain 2: Analysing and discussing data

- Prioritise professional learning and data discussions that strengthen the data literacy skills of staff in purposefully collecting, analysing and interpreting data to understand learners' needs and target teaching.
- Collaboratively strengthen shared understanding of data expectations and requirements to refine school-wide processes, aligned with improvement priorities, for the systematic collection and use of data.

### Domain 3: Promoting a culture of learning

- Collaboratively develop communication and consultation processes for enacting a multi-tiered system of supports (MTSS) to enable staff opportunities for understanding and contributing to school-wide approach for implementing behaviour support processes.
- Collaboratively refine behaviour support expectations within the school framework to assist staff with supporting the learning and wellbeing culture.

### Domain 4: Targeting school resources

- Review collaborative processes for systematically monitoring resource allocations to continuously evaluate the impact of targeted resources on improving learning outcomes.

### Domain 5: Building an expert teaching team

- **Systematically enact a collaborative capability development model to drive continuous professional learning with all staff.**
- Collaboratively review performance and professional development (PD) processes to provide clear learning pathways and feedback for all staff.
- Systematically enact an induction program for new staff, including clear timelines and accountabilities for induction processes, to ensure all staff implement school practices and priorities.

### Domain 6: Leading systematic curriculum implementation

- **Refine the whole-school approach for the teaching of reading to ensure it is planned for within units and embedded in the curriculum.**
- Further refine the unit planning process with teachers to maximise the impact of planning on preparing engaging learning experiences for students.

### Domain 7: Differentiating teaching and learning

- Strengthen differentiation practices for meeting the learning needs of high-achieving students to ensure all students are appropriately engaged, challenged and extended.

### Domain 8: Implementing effective pedagogical practices

- **Systematically enact a whole-school approach to pedagogy to develop shared understanding of a broad range of effective, evidence-informed strategies for engaging students and improving achievement.**
- Prioritise opportunities for observations and feedback, focusing on pedagogical practices, to strengthen the collective capability of the teaching team.

### Domain 9: Building school-community partnerships

- Refine strategies and programs for students transitioning to high school to facilitate a supportive and seamless progression into the next phase of learning.

\* **Bold indicates key improvement strategy**

## Domain 1: Driving an explicit improvement agenda

### Affirmations

- Leaders highlight prioritising celebrations with staff and the community to foster a focus on ongoing improvement. They explain the importance of sharing these celebrations with students and how this acknowledges the hard work and success of every individual.
- Staff appreciate the high levels of trust the community places in them in representing their views and opinions within the school and to the wider community. They value working closely with parents and carers and appreciate the impact that connecting with families has on students' outcomes. Parents talk about a 'love of the school' and praise the high expectations staff have for their child. Staff indicate, 'the students' are the priority and are 'at the centre of everything we do'.
- The principal highlights promoting the whole-school approach to writing to engage staff and students with a key focus of the strategic plan and subsequent AIPs. They explain the importance of having a strategy that enables all staff to engage with ongoing learning, which is continuously refined throughout the strategic plan.
- The principal affirms the use of inquiry planners by leaders to plan and enact the priorities they lead. They outline how the use of a range of targets within the planner increases the transparency of progress towards goals.

### Key findings

- Leaders explain the previous school review presented an opportunity to re-establish high expectations and a focus on student achievement. They outline constructing the 2022–2025 Strategic Plan with this focus, supported by the review's key improvement strategies, and how this coincided with the appointment of the current principal. Leaders discuss using the measures of A to C LOA and SOS as the data sets that guide and track progress within the strategic plan. They explain how establishing data-informed AIPs enables ongoing monitoring of the impact of strategies.
- Some staff talk about the 'AIP snapshot' as an easy-to-reference version of the full AIP. They convey the range of ways it is shared throughout the school, with parents and the community. Most teachers discuss writing or 'Know and Grow' walls ('Bump it up' walls) as the current focus from the AIP. They outline the use of staff development days and staff meetings as ways they work towards aligning their practice with these strategies. Some teachers speak of providing feedback on how embedded the AIP strategies are.
- Leaders discuss a roles and responsibilities document which captures the operational and strategic priorities led by classified officers and the Business Manager (BM). Some staff express an interest in an updated roles and responsibilities document to reflect the current staffing structure. They explain how this will clarify the approach to line management and the lines of communication for operational matters. Some leaders recognise adding all staff roles and responsibilities to the document will further refine this understanding and clarify the expectations and accountabilities underpinning the approach for improvement and operational needs.
- Staff praise leaders for their high visibility around the grounds, their regular engagement with students, and for their regular classroom visits. Leaders discuss the importance of their presence, being visible to students and available to assist students and staff if required as key elements of their instructional leadership. Many teachers speak of opportunities for more regular feedback from leaders to support the alignment of classroom practice to AIP strategies. They discuss a desire for positive feedback to reassure them of the 'good work happening in their rooms', and explicit feedback to inform improvement. Leaders express the intent to systematically enact clear line-of sight opportunities in classrooms for monitoring, supporting and regularly providing feedback for teachers on the alignment of their practice with AIP strategies and priorities.

### Improvement strategies

- **Systematically enact clear line-of-sight opportunities in classrooms for leaders to monitor, support and provide feedback to teachers on the alignment of their practice with AIP priorities and strategies.**
- Review the roles and responsibilities document, including all staff groups, to clarify the expectations and accountabilities which underpin the approach for improvement.

## Domain 2: Analysing and discussing data

### Affirmations

- Leaders and teachers express a clear understanding of the expectation to use Personalised Learning Plan (PLP) data for Nationally Consistent Collection of Data on School Students with Disability (NCCD) and Promoting Literacy Development<sup>1</sup> (PLD) data on SharePoint as primary sources for ensuring teachers understand students' literacy skills and learning needs.
- Leaders and staff emphasise understanding the complexity of each student's wellbeing and individual family circumstances is a high priority. They refer to the use of qualitative data to achieve this understanding. Parents and community members recognise how staff going 'above and beyond' to support their child to engage positively in the school provides a foundation for successful learning.

### Key findings

- The Carole Park State School 2025 Data Plan indicates the data sets to be collected; purpose for use; targets or desired outcomes; storage location; and who is responsible for data security, generation and use.
- The principal highlights recently updating the data plan to refocus the school-wide expectations on the collection of data aligned to school priorities. Many staff appreciate the time allocated during staff meetings for qualitative data entry for PLPs. They express a desire for additional time to complete this process given the large number of PLPs in each class.
- Leaders and teachers emphasise NCCD data and adjustments are collected using PLPs on OneSchool. They explain how this evidence is also collected on the school-wide unit planning template to inform reporting of these adjustments. Many teachers express a desire to refine these processes, simplifying and streamlining them, to reduce the perception of 'double handling of data'. They appreciate the value in strengthening a shared, clear understanding of the teaching and learning benefits of these processes.
- Staff and many students describe the use of individual student data on classroom Know and Grow walls. Many students explain how this assists them to have a clear understanding of their learning progress and next steps for improvement.
- Most staff reference PLD and PLP data as the sources they engage with most regularly. Some staff highlight they would value greater clarity about additional data source availability to understand their learners. Some staff express a desire to strengthen their data literacy skills. Some early career teachers advocate for more data to be available to them upon arrival at the school as part of their induction. They convey this will assist them to better understand the learning needs and abilities of their class.
- Members of the Belonging and Engagement (BAE) committee explain how the data they use is analysed and presented by the principal. They indicate a future focus is strengthening the team's ability to collect, analyse and discuss data to inform and monitor progress. Leaders recognise the importance of data interrogation as a complementary strategy alongside developing deep, familiar and personal qualitative data for individual students to support teachers in

### Improvement strategies

- Prioritise professional learning and data discussions that strengthen the data literacy skills of staff in purposefully collecting, analysing and interpreting data to understand learners' needs and target teaching.
- Collaboratively strengthen shared understanding of data expectations and requirements to refine school-wide processes, aligned with improvement priorities, for the systematic collection and use of data.

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<sup>1</sup> PLD. (2020). *Resources to improve literacy levels within primary schools*. <https://pld-literacy.org/>

## Affirmations

## Key findings

understanding their learners. Leaders identify the opportunity to prioritise professional learning and data discussions that strengthen the data literacy skills of staff in purposefully collecting, analysing and interpreting data to understand learners' needs and target teaching.

## Improvement strategies

## Domain 3: Promoting a culture of learning

### Affirmations

- Staff and parents affirm the school is a calm, safe and engaging learning environment where classrooms and play areas are characterised by students following the 'Carole Park State School Values' when engaging with each other and adults. Staff highlight how the positive and supportive nature of leaders enables them to focus on teaching and learning.
- Staff, students and parents appreciate the strong and supportive relationships between teachers and students. Students talk positively how their teachers care about them and their learning. Students identify their teachers as being one of the best things about the school. They explain how their teachers 'make the time to ensure we can do our best'. Parents articulate staff take a genuine, caring approach to their child's care and wellbeing.
- Parents and community partners highlight the role of the leadership team and the principal in developing a school that shows 'genuine care and support for their child and for them as family members'. They praise the work done to build a positive, supportive, inclusive and connected community.
- Parents highlight the timely and supportive communication with staff about their child. They appreciate the proactive approach taken by staff to provide timely and supportive information.

### Key findings

- Leaders highlight the range of diversity within their school community and the importance of providing a safe, caring and inclusive learning environment that supports and promotes students' needs. Students appreciate the positive multicultural supports provided to them and articulate how these make them feel welcomed.
- Staff convey leaders play an active and supportive role in behaviour support. Many staff describe aspects of Positive Behaviour for Learning (PBL) in the recently revised and rebranded BAE school-wide approach to behaviour support. Staff describe an understanding of processes at the classroom level for supporting students. Some staff express a desire to have greater clarity of the processes, expectations and feedback to be used when implementing behaviour support processes. They suggest clearly communicated processes for enacting an MTSS would build confidence and certainty in understanding their role in contributing to a school-wide approach for responding to student behaviour.
- Leaders and staff reference the BAE committee as the key driver for a positive approach to school-wide behaviour. Staff and committee members highlight the continuation of many PBL strategies in the recent transition from PBL to BAE. Some staff relay there is an opportunity for the committee to engage with a broad range of data, similar to past PBL practice. Some staff voice they would value clarity of the changes being implemented and any implications for their ongoing support of the school-wide strategy.
- Staff, students and parents praise 'CROC SNAPS' as an effective and valued strategy to support positive behaviour. Some staff would value a review of the rewards program to ensure the relevance of the rewards matches students' interests, including 'MEGA SNAP' to consider its impact on classroom and playground acknowledgements for some students. Teachers identify the weekly class and whole-school parade Student of the Week celebrations has positively impacted students. Leaders appreciate the work of teachers and teacher aides in enacting the school-wide belonging and engagement expectations within their classrooms
- School leaders and Administration Officers (AO) highlight a bespoke model of attendance intervention where targeted, school-initiated communications are provided to families. They emphasise personal communications offering options to address student absences shows a caring and supportive approach to monitoring student attendance, aligned to belonging and engagement strategies.

### Improvement strategies

- Collaboratively develop communication and consultation processes for enacting an MTSS to enable staff opportunities for understanding and contributing to school-wide approach for implementing behaviour support processes.
- Collaboratively refine behaviour support expectations within the school framework to assist staff with supporting the learning and wellbeing culture.

## Domain 4: Targeting school resources

### Affirmations

- Staff appreciate how physical and human resources are creatively and strategically managed to provide targeted support for achieving AIP priorities. They recognise the value and importance of providing additional resources specifically aligned with the AIP.
- The BM voices how they have recently led the reestablishment of the Parents and Citizens' Association (P&C) and restarted the school tuckshop. Parents and community members explain the reinvigoration of this critical partnership has been instrumental in enabling the school to access funding grants and has contributed to greater parent and community engagement and connection.
- Families and members of the community value the caring and considerate initiative of the Prep Transition Incentive Program to support a positive and successful transition to school. Parents explain by attending all transition days and information sessions, their child receives a school book pack and uniform on entry into Prep.

### Key findings

- The principal explains the value of purchasing an additional Head of Department – Curriculum (HOD-C) above the allocative model. They explain the current staffing model lists the principal as the sole classified officer. They discuss the leadership support required to respond to the complexities of the current improvement agenda and to support the specific needs of many families within the community. Staff recognise the impact of investing in a HOD-C and supplementing this with additional allocation for a Head of Department – Student Services (HOD-SS). They explain the range of ways these leaders work with them to build their capability, support student engagement and assist students with their regulation and de-escalation.
- Leaders and most staff recognise the value and importance of targeting resources to the needs of the students and the school. They highlight the purchase of 4 additional teacher aide positions and explain how this enables each class to be supported by a full-time teacher aide. They value the investment in a Speech Language Pathologist (SLP), additional AO support, and schools officer time. Some teachers express a desire to have greater input into the decision making of investments in whole-of-school classroom resource materials to support the successful and efficient use of these resources. Leaders recognise monitoring and reviewing these investments, to ensure they are having the ongoing desired impact of improving learning outcomes, as a next step.
- Parents recognise the detailed processes for identifying students' needs and the high levels of engagement with community support agencies. They explain how these agencies can allocate financial, human or physical resources to support their child and their family. Community organisations speak positively about the willingness of staff to work collaboratively to target resources where required, and of the school as an enthusiastic partner in this process.
- Staff, parents and the wider community describe the 'outstanding work' undertaken on the physical environment and facilities to develop a warm, friendly, inviting and beautiful learning space. They acknowledge the work of the principal and the non-teaching team in undertaking significant amounts of this work as 'passion' projects and their support of P and C working bees and other improvement initiatives.

### Improvement strategy

- Review collaborative processes for systematically monitoring resource allocations to continuously evaluate the impact of targeted resources on improving learning outcomes.

## Affirmations

## Key findings

- The principal explains recently investing resources to ensure KindyLinQ can continue to operate 3 times each week. They explain the impact of this investment is critical for the community and supports children who transition to schools in the local area.

## Improvement strategy

## Domain 5: Building an expert teaching team

### Affirmations

- Staff highlight working together as teams to share and improve their skills and abilities in meeting the learning needs of students. They discuss their appreciation of sharing their practice with colleagues and learning from each other.

### Key findings

- Teachers new to the school describe how their induction involved physical walks around the grounds, discussions with leaders on expectations, and conversations about students in their class. Teachers express learning from their colleagues about many school-based practices outside of formal induction processes. Teacher aides and ancillary staff describe an induction process in which colleagues provide directions and instruction in practices to be used in the classroom. Staff indicate they would benefit from a formalised program with clear timelines and accountabilities to ensure all staff are familiar with school practices and priorities.
- Teaching staff comment they have 2 PD days to meet their professional learning needs. Teachers indicate a variety of professional learning they have undertaken since the implementation of the strategy. Teacher aides appreciate the opportunity to attend staff learning experiences on teaching practices being implemented. A professional learning plan is in place and includes a schedule of training across the year. The principal describes a process of engaging staff in planning their PD needs with leaders occurs early in the year and the principal monitors staff progress toward their goals. The principal articulates a desire to collaboratively review PD processes to include all staff and for providing feedback to staff on their performance.
- Some teacher aides appreciate the opportunity to participate in professional learning during staff meetings and through conversations with their teacher. Most teacher aides express the desire to further develop their skills through targeted professional learning aligned to their classroom roles.
- Many teachers indicate they receive informal feedback from leaders during their classroom visits. Most staff indicate leaders are frequent visitors to their classrooms. Some staff communicate they are unsure of the effectiveness of their teaching with their students. Most staff indicate they appreciate feedback on their teaching practice and value the opinions of leaders and colleagues. Some staff detail the desire for feedback from processes such as profiling, while others would value coaching and mentoring approaches. Leaders indicate the benefit of establishing these practices in alignment with the Collaborative Capability Development: Observations and feedback joint statement.

### Improvement strategies

- **Systematically enact a collaborative capability development model to drive continuous professional learning with all staff.**
- Collaboratively review performance and PD processes to provide clear learning pathways and feedback for all staff.
- Systematically enact an induction program for new staff, including clear timelines and accountabilities for induction processes, to ensure all staff implement school practices and priorities.

## Affirmations

## Key findings

- The principal describes practices to attract teachers when vacancies occur, using recruitment websites and collegial networks. They describe the teaching team as highly committed to the students and the school values. The principal outlines establishing a calm and engaging environment where teachers are supported to teach is key to staff retention.
- Some staff explain the HOD-C provides mentoring for staff new to the profession and coaching to aspirant teachers. Staff express their appreciation for these opportunities and how they are developing their capability.

## Improvement strategies

## Domain 6: Leading systematic curriculum implementation

### Affirmations

- Leaders discuss supporting the roll-out of Australian Curriculum Version 9 (ACV9) with planning days and the close support of middle leaders. They discuss transitioning most learning areas to ACV9 over the past 2 years. They highlight how this assists in aligning the curriculum in multi-age classes.
- Teachers explain all classes are multi-age and how this strengthens their capability in implementing small group learning strategies to support the diverse needs of all learners.
- The HOD-C and teachers discuss using '4 phase' moderation as the structure to build understanding of the AC, adjust the teaching sequence, calibrate teacher judgment and align student assessment results. Teachers talk about working with a local cluster school to calibrate student grades and how this contributes to knowing, 'our marking is accurate'. IAA indicates full alignment of Year 5 LOAs with NAPLAN test results from 2020 to 2024.

### Key findings

- The HOD-C references the curriculum provision plan, aligned with the expectations of the K–12 curriculum, assessment and reporting framework (K–12 Framework) and supplemented by year and band plans for each learning area. They outline regularly referring staff to the requirements of the K–12 Framework to support curriculum allocation decisions and the justifications for the timings of each learning area.
- Leaders and many teachers discuss the collaborative work within planning time to align the elements of each achievement standard within the year or band plans for each learning area. They explain the use of a colour coding system to indicate the timing of each element of the achievement standard, the mode of assessment chosen, and the assessment conditions relevant for the year level and learning area. Some teachers speak about recently writing their own assessment items for English units, and how they appreciate the autonomy this provides to engage their disciplinary expertise and the interests of the students within the class.
- Many teachers praise the allocation of 2 planning days each term to work with their team and leaders to plan units of work. They describe how this time supports their deeper understanding of the AC and enables them to backward map the learning for their class to the unit plan level. Some teachers express a desire for clarity about the impact of recently introduced expectations within unit and lesson plans enhance alignment with the AC or impact student achievement. Most teachers would appreciate the opportunity to refine the unit planning process to maximise the impact of planning on preparing engaging learning experiences for students.
- Teachers speak positively about the introduction of and associated professional learning from the PLD resources to guide the systematic approach to teaching synthetic phonics. They highlight the improvement in students' ability to identify the 'building blocks' of being able to read and note the positive impact this has when students begin to read and write. Leaders speak about their intent to refine the whole-school approach for the teaching of reading to ensure it is planned for within unit plans and embedded in the curriculum. They explain the benefit this will have in developing students' contextual ability to engage with written texts.
- Upper school students talk about a small range of extracurricular activities they can access during the day. They explain how these opportunities may include chances to visit and compete at local schools or to perform and showcase their skills at community events.

### Improvement strategies

- **Refine the whole-school approach for the teaching of reading to ensure it is planned for within units and embedded in the curriculum.**
- Further refine the unit planning process with teachers to maximise the impact of planning on preparing engaging learning experiences for students.

## Domain 7: Differentiating teaching and learning

### Affirmations

- Leaders, teachers and support staff discuss their commitment in meeting the learning needs of every student. They discuss the extensive range of classroom differentiation strategies used to engage students in learning. Leaders highlight the benefit of students engaging in learning within their class of similar-aged peers. They discuss the importance of maximising the learning time for every student every day and how this occurs through high-quality differentiated and inclusive classroom practice.
- Parents describe how their child is positively engaged in learning. They express the range of ways staff differentiate for the needs of their child and how this has led to an increase in interest and engagement with school. Recent SOS data indicates over 94% of parents agree with the statement 'This is a good school'.
- Teachers highlight the use of writing goals to individualise the targeted next steps for every learner. They explain how students align their writing goal, to the 'I can' statements on the Know and Grow wall to foster independence in their learning.

### Key findings

- Staff indicate the Student Support Services (SSS) committee meets weekly with the HOD-SS, guidance officer and SLP, and includes teachers and other professionals as required. Members of the SSS committee explain a referral system to the SSS includes a referral form, discussion of data with the HOD-SS, and presentation of the student's needs at the meeting. They indicate SSS decisions and next steps are communicated to the class teacher using the referral form. The HOD-SS outlines monitoring implementation of the interventions within a regular review cycle. Teachers convey PLPs are established to track student interventions and strategies.
- Leaders outline over half of the student population have an active PLP. The HOD-SS explains leading the PLP update process with teachers. They explain teachers add notes about the reasonable adjustments and intervention strategies every 5 weeks. Some staff indicate the regular updates of PLPs assist with reflection on the success of strategies as well as providing evidence to support the NCCD. Some teachers express concern with repetition of data in the PLPs and within curriculum planning. Leaders indicate their awareness of teacher concerns and are working to refine the approach. They explain their commitment to classrooms as places of learning with effective individualised planning to support students.
- The HOD-SS outlines co-ordinating SSS actions with the referral of students to other professionals and support services. Teachers indicate the coordination of these interventions benefits students and their families. The guidance officer discusses their role in providing extensive individual supports for a small group of students. They express a desire to develop and deliver small group, Tier 2 style interventions as a future focus. The guidance officer indicates recently being able to refer students with complex needs to a school-based psychologist.
- Leaders convey Individual Curriculum Plans (ICP) are in place for a small number of students. Some teachers describe the challenge of planning and implementing significantly modified English and Mathematics curriculum with relevant age-appropriate learning activities.
- Teachers indicate differentiation strategies are discussed in curriculum planning meetings and noted within the unit plan. Teachers and leaders acknowledge most differentiation strategies are planned to meet the needs of

### Improvement strategy

- Strengthen differentiation practices for meeting the learning needs of high-achieving students to ensure all students are appropriately engaged, challenged and extended.

## Affirmations

## Key findings

students with complex learning needs. Some staff discuss they would welcome the opportunity to provide engaging and challenging extension activities for high-achieving students. They express excitement in strengthening their knowledge and capability to differentiate for all learners.

## Improvement strategy

## Domain 8: Implementing effective pedagogical practices

### Affirmations

- Teachers appreciate the professional autonomy they are provided to select the pedagogy that best suits the learning and their students. The principal explains using the quote with teachers, 'kids need you to be authentic, so you need to bring that to the classroom' to prioritise this work'. They explain how this encourages teachers to include their interests, passions and expertise in their teaching to engage and hook students into learning.
- Early years teachers describe the use of a range of age-appropriate pedagogies (AAP) to engage their students. They explain seeing the positive impact of using manipulatives and opportunities for play-based and experiential learning to meet the needs of their students. Teachers share the belief 'high-quality teaching leads to high-quality learning'.
- Leaders explain the importance of teachers providing formal and informal feedback to students and how this has been targeted through the focus of teaching writing. Many students discuss developing their writing goal, aligned with the 'Know and Grow' wall, with their teacher. Students explain how they work with their teacher to write examples of 'good work' and talk about how they can improve their learning using the wall. They speak with pride about 'stamping' their goal when they achieve it.

### Key findings

- Leaders articulate a range of pedagogical approaches contribute to the suite of resources teachers are able to access when planning how to teach their students. They highlight a recent addition to the unit planning process includes prompt questions for teachers to think about the most effective approaches for their class.
- Leaders relay that explicit instruction (EI) was previously a 'signature pedagogy'. Most teachers explain how EI is an effective approach for teaching many concepts and ideas, and reference how they would like to continue to broaden their understanding of a range of other effective approaches. Leaders reference focusing on using the Department of Education's Whole School Approach to Pedagogy to guide their processes in developing a shared understanding of a range of effective, evidence-informed strategies available for teaching staff to engage all learners and positively impact their achievement. Many teachers speak positively of a future key priority being 'focusing on how I teach'.
- Teachers and leaders identify the importance of effective pedagogical practices in improving student learning. Most teachers indicate observations and feedback of their teaching practice are yet to be consistently enacted. They explain welcoming more regular and direct feedback and describe the benefits this will provide in improving practice and strengthening the collective capability of the whole teaching team. Leaders affirm the benefit observations and feedback provides both leaders and teachers and speak of how this will drive the next lift of student achievement.
- Teachers and leaders discuss the focus over the past strategic planning cycle on the explicit teaching of writing. Teachers discuss opportunities to visit each other's classrooms and learn from each other's practice. They explain the impact this focus has on student outcomes and the importance in the consistency of teacher practice between classrooms. Leaders indicate a desire to shift the future focus to the teaching of reading. They outline this aligns with a current system priority and how this will be aided by the currently enacted PLD program.

### Improvement strategies

- **Systematically enact a whole-school approach to pedagogy to develop shared understanding of a broad range of effective, evidence-informed strategies for engaging students and improving achievement.**
- Prioritise opportunities for observations and feedback, focusing on pedagogical practices, to strengthen the collective capability of the teaching team.

## Domain 9: Building school-community partnerships

### Affirmations

- Staff and parents praise the significant partnerships with outside agencies, including Mission Australia and Kummara Family Wellbeing Service for Indigenous families. The partnerships provide targeted case management support for students and their families with these external agencies.
- Leaders and teachers highlight the significant trust developed between staff and the local community. Parents describe the extensive range of support they receive from staff both personally and for their child. Local support organisations talk of the level of trust between staff and families and how this enhances their ability to access and intervene positively.
- Parents highlight the importance and availability of playgroup and KindyLinQ for children prior to attending school. They identify attending school and ECEC centres positively prepares their child for success. Staff from KindyLinQ identify connecting families with Kindergarten services, dental, vision and hearing screening as key benefits of the program for both children and their families.
- The chaplain highlights the daily breakfast club, funded by community donations and the school and staffed by members of local church groups and the Bahá'í community. They explain the importance of providing breakfast for students and how this best prepares them for engaging with a day of learning. The chaplain indicates many of the students and families access this service daily.




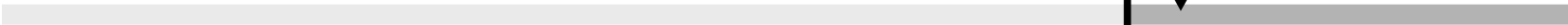


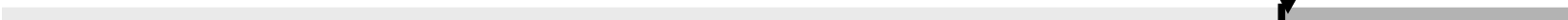


### Key findings

- Parents describe the engaging and extensive Prep transition program and praise the process as being beneficial to their child's transition to school. Early years staff explain the process includes visits, information sessions and KindyLinQ. Directors of local Kindergartens describe the involvement of KindyLinQ staff at their centres as being engaging and supportive of children.
- Students explain how leaders and student leaders from the local high school speak at assemblies and a Transition Day is held later in the year for Year 6 students. Some parents speak of the challenges in relation to their child transitioning from a smallish primary school to the larger high school. They express the desire to have a more individualised approach to learning in the high school for their child transitioning from a smaller school context. Some Year 6 students talk about being excited to be moving to high school and express some concerns at the prospect of change and transition to a large school. Leaders discuss the need for a more extensive and targeted transition to high school to ensure each student's needs are being met.
- The Head of Special Education Services (HOSSES) from the local high school conveys meeting with the HOD-SS to arrange the transition of Year 6 students with disability. They outline how visits and exchanges of information, including meetings with parents and students, facilitate a smooth transition to high school.
- The principal discusses teachers visiting a range of schools during the past 3 years has supported the introduction of academic, engagement and wellbeing approaches, with staff able to observe their implementation and seek advice from peers. Leaders describe collaboration with a similar school is building external moderation practices. They outline moderation processes, using onsite and online meetings, to develop teacher practices and benefit both schools. Teachers describe the school visits and moderation process as being beneficial to their classroom work.
- Members of the P&C explain recently reforming after a significant recess. P&C members express appreciation for the leadership and guidance of the principal and BM in re-establishing the association. Members of the P&C highlight a current membership of over 20 parents and explain they lead fundraising activities, along with participation events, for students and families. They discuss recently reactivating the tuckshop, providing a service to students and families twice a week.

### Improvement strategy

- Refine strategies and programs for students transitioning to high school to facilitate a supportive and seamless progression into the next phase of learning.

Student Performance Governance

<b>Actual vs Planned Expenditure as at 31/12/2024</b> ⓘ				
82.7%	\$143,000.0			
Planned YTD expenditure has occurred	Planned expenditure still to occur this year			
\$35,000.0	\$166,118.0			
Funding provisioned for expenditure in future years	In bank account			
<b>Allocated Staffing Resources Used as at 29/12/2024</b> ⓘ				
112.90%	FTE diff	1.5		
Day 8 allocated teaching resources used	11.7	Day 8 FTE allocation paid FTE		
	13.2			
<b>Staff Morale (School Opinion Survey)</b> ⓘ				
			75%	
<b>Completion of Annual Safety Assessment</b> ⓘ				
<div> <div>Yes</div> <div>No</div> </div>				
<b>Student Safety (School Opinion Survey)</b> ⓘ				
			82%	
<b>School Audit Rating as at 31/12/2024</b> ⓘ				
<div> <div>Self Manage</div> <div>Support</div> <div>Priority Support</div> </div>				
<b>Utilisation Rate as at 31/08/2024</b> ⓘ				
<div> <div>&lt;=60%</div> <div>61%-80%</div> <div>81%-94%</div> <div>&gt;=95%</div> </div>				