

Carole Park State School

Executive Summary



School
Improvement
Unit



Queensland
Government



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Carole Park State School** from **9 to 13 February 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer, SIU
Phil McLucas	Internal reviewer, SIU



1.2 School context

Location:	Waterford Road, Carole Park
Education region:	Metropolitan Region
Year opened:	1948 - relocated 1973
Year levels:	Prep to Year 6
Enrolment:	204
Indigenous enrolment percentage:	23 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	874
Year principal appointed:	Semester 2, 2016
Full-time equivalent staff:	12.69
Significant partner schools:	Riverview State School, Leichhardt State School, Redbank State School
Significant community partnerships:	Mission Australia - Communities for Children, Elorac Place, Indigenous Health Service, Sing n Grow, Crèche and Kindergarten (C&K), Queensland University of Technology (QUT), Kambu, Books in Homes, Kummara Family Care Centre, Carole Park Swim Centre, Ellen Grove 2020
Significant school programs:	Positive Behaviour for Learning (PBL) program, transition to Prep program, student leadership program, chaplaincy program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), student services teacher, Special Education Program (SEP) teacher, master teacher, Health and Physical Education (HPE) teacher, music teacher, eight classroom teachers, five teacher aides, two administration officers, schools officer, cleaner, Parents and Citizens' Association (P&C) president, 24 parents, 40 students and student leadership team.

Community and business groups:

- Coordinator Elorac Place Community Centre, coordinator Circle of Care, pastor - Forest Lake Baptist Chaplain Committee, Mission Australia Program Manager and teacher - Sing n Grow.

Partner schools and other educational providers:

- Principal and deputy principal Forest Lake State High School, principal Woodcrest State College, principal Riverview State School, principal Leichhardt State School and principal Redbank State School.

Government and departmental representatives:

- Lead principal

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (31/10/16)
Headline Indicators (2016 release)	School budget overview
OneSchool	Curriculum planning documents
School improvement targets	Curriculum Plan
School pedagogical framework	School newsletters and website
School Assessment of Learning Plan	School Opinion Survey
Responsible Behaviour Plan	Ellen Grove 2020



2. Executive summary

2.1 Key findings

The principal promotes an environment of high expectations and is embedding the school motto of *'Living is Learning'* throughout the school community.

The school is driven by a belief that every student is capable of successful learning. The principal places a high priority on building relationships with staff members and the community to promote this belief.

All staff members express an eagerness to expand their knowledge regarding what to teach and improve on their current teaching practices.

Staff members are confident that the school leadership team will support them in their learning journey and are all optimistic for the future of themselves and the students of the school. Teacher aides articulate that they feel an integral part of the teaching team and that their input is valued.

The leadership team has established and is driving a detailed School Improvement Agenda (SIA).

Strategies for the implementation of each of the improvement areas, along with associated targets and timelines, are articulated through the Annual Implementation Plan (AIP). Clear alignment of actions and strategies for each improvement priority is yet to be established.

All staff members comment that a strategic focus is now present in the school with consistency building across expectations and practice.

Consistency of practice with the implementation of agreed strategies relating to the improvement agenda is yet to be fully established in all classrooms. Teachers report that consideration being given for more time to effectively embed strategies relating to the improvement agenda would be an advantage moving forward.

The principal expects all teachers to be highly committed to the continuous improvement of their own teaching and is building a school-wide professional team of skilful teachers.

Specific roles and responsibilities for some members of the leadership team and other key personnel, regarding the agreed tasks members of this team will undertake to lead the implementation of the improvement agenda across the school, are developing.

The leadership team is developing a collegial culture to drive improvement in pedagogy.

The leadership team has provided some observation and feedback to teachers. A formal scheduled observation and feedback process aligned to the improvement agenda and specific pedagogical practice is yet to be fully implemented.



Teaching staff members articulate varying degrees of confidence and expertise in analysing and responding to student data.

All teachers use student outcome data in the process of establishing the structure of differentiated spelling and reading groups. The ability of teachers to understand class data to inform teaching and learning practice and respond to the implications for differentiation is in the early stages of development across the school.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Students have an obvious sense of belonging and speak highly of their teachers and the interest they show in their welfare and learning. Staff members speak positively regarding the support provided by colleagues and the school's leadership team and believe that a culture of trust and optimism is now developing within the school.

2.2 Key improvement strategies

Narrow and sharpen the focus of the SIA to enable classroom teachers the opportunity to embed agreed strategies and teaching practices.

Systematically monitor the implementation of all elements of the Explicit Improvement Agenda (EIA) to ensure a consistency of practice is occurring across the school.

Fully develop the instructional leadership roles of all members of the leadership team to focus on building the capacity of teaching teams to deliver the EIA.

Implement the school-developed process for providing regular and timely observation and feedback supported by a coaching program aligned to the agreed pedagogy and the EIA.

Engage all teaching staff members in ongoing Professional Development (PD) to ensure their data literacy skills enable deeper understandings of data and self-evaluation regarding teaching practice.