

Carina 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 School and Region Reviews (SRR) at **Carina State School** from **5 to 7 October 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
Stephen Kanowski	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Indigenous land name:	Turrbal and Jagera
Location:	Creek Road, Carindale
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	316
Indigenous enrolment percentage:	5.1 per cent
Students with disability percentage:	19.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1038
Year principal appointed:	2019



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), curriculum project teacher, guidance officer, school chaplain, groundsman, two cleaners, administration officer, technology officer, two tuckshop volunteers, Support Teacher Literacy and Numeracy (STLaN), two inclusion teachers, nine teacher aides, 19 teachers, 29 parents and 60 students.

Community and business groups:

- Playgroup facilitator.

Partner schools and other educational providers:

- White Hills State College principal, Helping Hands Outside School Hours Care (OSHC) director and Carindale Childcare and Kindergarten (C&K) director.

Government and departmental representatives:

- State Member for Chatsworth and ARD.



2. Executive summary

2.1 Key findings

The leadership team recognises the importance of professional learning in developing high-quality teaching practice.

The principal is committed to the establishment of expert teaching teams to encourage teacher voice and build teacher capability through collaboration. The leadership team shares the view that expert teaching teams allow teachers to play an active leadership role beyond the classroom, establish consistency within year levels, and support networks through collaborative processes. A model including an advanced 'scout team' to explore new research-based initiatives is part of the school culture.

Innovative and strategic application of school resources in a targeted manner, aligned to Annual Implementation Plan (AIP) priorities, is apparent.

The principal identifies the importance of using all resources in a deliberate and considered way to meet the learning and wellbeing needs of students, in addition to ensuring maximum opportunity for teachers to collaboratively plan and learn together. Targeted use of resourcing has provided weekly opportunities for year level teams to engage in meaningful collegial discussions involving planning adjustments, moderation and academic case management.

Staff members speak highly of the relationships they share within their year level.

Staff describe generosity and professional sharing that results in a sense of mutual trust and wellbeing. Many staff members aspire to be part of an environment that encourages professional risk-taking and nurtures a culture of continuous learning. Some staff members comment that the culture of mutual trust is yet to be a whole-school characteristic. The leadership team seeks to create an environment in which all staff members have opportunities to thrive, through an overt and shared commitment to the development of reflective practice of their teaching, an openness to feedback from all staff members and opportunities to have a voice to express their views and opinions.

The school operates through the use of key planning documents, including a four-year strategic plan, an AIP, and Investing for Success (I4S) agreement.

Each school priority has two or three key actions and relevant qualifiable targets. Targets include increasing numbers of students achieving Levels of Achievement (LOA) C and A-B. Quantifiable LOA targets within the AIP are yet to include specific percentages of students. The principal acknowledges that alignment of key targets within all strategic planning as an important next step.



The leadership team is committed to building a culture whereby data is systematically and purposefully collected, analysed and used to inform school and student performance.

Leaders understand the need to investigate the relationship between LOA, systemic and other school-wide assessment data to inform teacher planning and pedagogy. An informal approach drives the analysis, interpretation and use of classroom data within collegial year level meetings. Leaders identify the importance of continuing to build a culture of collaborative data reflection to measure the impact of initiatives and inform school-level decisions.

Leaders recognise that highly effective teaching is fundamental to the implementation of the curriculum and to improvement in student achievement.

The principal acknowledges the power of instructional leadership and collegial engagement, and expresses the intention to implement a staged, site-specific observation, feedback, coaching and mentoring model. They acknowledge that differing levels of teacher experience and expertise will require a differentiated approach. Explicit observation and feedback processes, as an aspect of developing teachers' repertoire of practice, are yet to be implemented. Some teachers express the desire for feedback on their practice.

A range of additional support is provided for students' learning in the classroom.

The support model includes a variety of support staff and approaches, including targeted co-teaching, introduced in an attempt to provide targeted support for a cohort with significant needs. The leadership team is cognisant of the need to continuously review and expand upon the distribution of support structures across the school, to respond to the range of diverse needs and optimise student outcomes. Most support for students occurs within the classroom, with some small group work conducted in close proximity to the classroom.

The principal acknowledges the benefits of a collaborative approach between the school, parents and broader community.

The principal articulates the belief that high-quality learning, wellbeing and engagement outcomes are supported through this collaborative approach. The school is an active member of the Eastern Alliance Cluster of schools through their involvement in principal cluster meetings, Middle Leaders Network, moderation processes and professional learning opportunities. The school is viewed as a leader in the areas of writing and specialist teacher moderation within the cluster.

The leadership team recognises the importance of developing collegial year level teams in supporting quality curriculum planning and building teacher knowledge of the Australian Curriculum (AC).

An additional 80 minutes of planning time is provided to teachers each week to collaboratively plan teaching and reporting strategies. Teachers are supported fortnightly by the deputy principal or the curriculum project teacher to develop detailed and balanced curriculum plans through Professional Development (PD) designed to build capacity and knowledge of the AC. Many teachers express valuing this planning and collegial process.



2.2 Key improvement strategies

Collaboratively enhance established school teams to strengthen a whole-school culture of continuous learning, mutual encouragement and reflective practice.

Align all strategic planning to include school-wide performance targets, including specific, quantifiable measures, and ensure a shared understanding and ownership to collectively monitor the implementation of the Explicit Improvement Agenda (EIA).

Utilise existing systems to develop a culture of self-evaluation and reflection, where school leaders and teachers engage in deeper discussions of AC data at whole-school, cohort and classroom levels.

Collaboratively develop and implement an agreed, differentiated and school-specific collegial engagement model, to support teachers in implementing agreed pedagogical approaches.

Collaboratively review the distribution of support structures across the school to respond to the range of diverse needs and to optimise student outcomes.