

Carina State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Carina State School** from **22 to 26 February 2018**.

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 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 Lead Principal to discuss the review findings and improvement strategies.

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

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Jo Sinclair	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Creek Road, Carindale
Education region:	Metropolitan Region
Year opened:	1918
Year levels:	Prep to Year 6
Enrolment:	315
Indigenous enrolment percentage:	8.5 per cent
Students with disability enrolment percentage:	2.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1036
Year principal appointed:	Term 2, 2016
Full-time equivalent staff:	Teaching 19 Non-teaching 11.2
Significant partner schools:	Eastern Alliance Schools: Whites Hill State College, Camp Hill State School, Greenslopes State School, Belmont State School, Tingalpa State School, Coorparoo Secondary College, Coorparoo State School, Mayfield State School, East Brisbane State School, Brisbane School of Distance Education (BSDE)
Significant community partnerships:	Carindale Police-Citizens Youth Club (PCYC), Carina Leagues Club, Clem Jones Centre, local kindergartens, Carina Crèche and Kindergarten (C&K), Parent Volunteer Program
Significant school programs:	Literacy: Rotations, Reading to Writing to English; Digital Technologies; Goal Setting / Feedback / Success Criteria; Japanese Prep – Year 6; Positive Behaviour for Learning (PBL); Performing Arts; Sporting Program; Playgroup; High Achievers Program; Parent Volunteer Program Before School / Lunch Time Support / Extension Opportunities: Reading, Literacy Tutoring, Magazine, Tabloid Sports, Netball, Choir, Japanese (Kendama), Percussion Ensemble, External Sporting Agencies (Tennis/Soccer/AFL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher, 16 teachers, Business Manager (BM), administration officer, seven teacher aides, instrumental music teacher, 40 parents, schools officer, guidance officer, master teacher, 18 students, tuckshop convenor and two cleaners.

Community and business groups:

- Parents and Citizens' association (P&C) president and immediate past president.

Partner schools and other educational providers:

- Deputy principal Cavendish Road State High School, deputy principal Whites Hill State College and Director C&K Carina Kindergarten and Preschool.

Government and departmental representatives:

- State Member for Chatsworth and Lead Principal.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Responsible Behaviour Plan	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview (Dec 2017)
School Facebook Page	Carina Student Support List (Term 4, 2017)
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Student Reports
Carina State School Early Start Data	School newsletters and website
Headline Indicators (Semester 2, 2017 release)	School Opinion Survey
School based curriculum, assessment and reporting framework	Whole school student achievement data base
Carina SS Staff Meeting and Professional Development Plan 2018	Carina State School Staff Induction Manual (Draft) 2018
Carina State School Reading Differentiation Maps	Carina State School Unit Overview: Planning Map: English
Watching Others Work templates and Non-Contact Timetable	Regional Band 7 Reading targets (Carina State School)
Student Personalised Learning Plans Semester 1, 2018	Carina SS Essential Skills for Classroom Management Placemat and booklet
Regional Improvement Plan 2018 - 2020	



2. Executive summary

2.1 Key findings

The school presents as calm, orderly and focused on learning.

Relationships between staff members and students are positive, respectful and caring. Staff members work actively to build partnerships with students, colleagues, parents and the community. The school is surrounded by aesthetically pleasing and well-maintained grounds that provoke a sense of pride and belonging in the school.

High levels of trust and caring are apparent across the school community.

Students and parents value the interest that teachers take in students' learning and speak highly regarding the school's efforts to meet the needs of all students. Staff members articulate the belief that all students are able to learn successfully.

The leadership team, staff members and broader school community are highly committed to improving outcomes for all students.

There is a strong and optimistic commitment by all staff members to the school improvement strategy and a clear belief that further improvement is possible. Teachers speak positively about their students and actively seek ways to remove obstacles to learning. They clearly articulate their belief that all students are able to learn successfully if provided with appropriate support. Many parents and members of the wider community express the view that the professionalism and dedication of staff members are strongly valued within the community.

The school's leadership team and teaching staff members express a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

Teachers appreciate the written feedback in their curriculum planning provided by the principal. They report becoming more familiar with the AC. School leaders and teachers articulate the need to continue to support staff members to develop a deep understanding of the AC.

School leaders are explicit regarding their desire to see effective teaching occurring throughout the school.

Explicit Instruction (EI) is used for engaging students. A range of visual cues relating to pedagogy are displayed in all classrooms to engage students in these strategies. The principal articulates the school's adoption of age-appropriate pedagogy. The use of text-dependent questioning is a practice that features in all classrooms. Staff members are at different levels of understanding and implementation of the school's pedagogical framework.



Sharing professional expertise amongst staff members is an emerging strategy to grow staff capability.

Watching Others Work (WOW) is the current whole-school initiative that enables most staff members to observe other staff model specific teaching strategies. Some teachers, particularly beginning teachers report receiving written feedback regarding performance from the principal. All teaching staff members receive written feedback about their reading and English planning. A formal coaching model is recognised by school leaders as the next step in this process of building staff capability.

School leaders give a high priority to the school-wide analysis and discussion of data regarding student learning outcomes.

Teachers demonstrate a range of skills and knowledge in analysing and interpreting data as a starting point for future improvement strategies. Some teachers express a need to progress their own capability to analyse and interpret data to ensure there is a greater depth of knowledge regarding utilising data to inform teaching strategies.

The school leadership team actively promotes the use of differentiated teaching as a strategy to ensure every student is succeeding with their learning.

The school has designed specific Differentiation Maps that provide templates for teachers to use when planning the teaching of reading and English. These artefacts clearly set expectations that teachers will use data regarding student learning to inform and develop appropriate teaching plans that differentiate the teaching and learning for their students. Some teachers demonstrate an understanding of the appropriate pedagogies required to differentiate for the full range of students in their class.

The school is passionate about welcoming and including the community into the school.

The school team has established and developed partnerships with local businesses, sporting clubs, community organisations and individuals. Parents and families are recognised as integral members of the school community and partners in their child's learning. Parents report feeling welcomed and appreciate the approachability of and care shown by staff members.



2.2 Key improvement strategies

Collaboratively engage staff members in processes to further develop a deep understanding of the AC.

Continue to deepen teachers' shared understanding of all elements of the school's pedagogical framework.

Collaboratively develop with staff members a formal whole-school observation, coaching and feedback model that builds on the current WOW processes.

Develop a differentiated model of professional learning to grow teachers' data literacy skills to enable a deeper understanding of data to inform teaching strategies for continuous improvement of student outcomes.

Support classroom teachers to further build capability in planning and delivering differentiated learning experiences for the range of student abilities in their classrooms.