

Caravonica 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 **Caravonica State School** from **6 to 8 June 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 Assistant Regional Director (ARD) 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

Darren Marsh	Internal reviewer, SIU (review chair)
Keith Warwick	Peer reviewer
Clare Grant	External reviewer



1.2 School context

Location:	Kamerunga Road, Caravonica
Education region:	Far North Queensland Region
Year opened:	1927
Year levels:	Prep to Year 6
Enrolment:	545
Indigenous enrolment percentage:	12.5 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	2014
Full-time equivalent staff:	48.57
Significant partner schools:	Special Education Program (SEP) Cluster - Freshwater State School, Yorkeys Knob State School and Machans Beach State School; Smithfield State High School
Significant community partnerships:	Playgroup Queensland, business sponsorships for annual awards - sporting and academic, Parents and Citizens' Association (P&C) Outside School Hours Care (OSHC)
Significant school programs:	Young Scholars Program and Global Tropics Future - links with Smithfield State High School and James Cook University (JCU), Differentiated Reading Instruction



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Deputy Principal, Head of Curriculum (HOC)/Master Teacher, Business Manager (BM), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), Guidance Officer, 22 class teachers, Health and Physical Education (HPE) teacher, Music teacher, Special Education Program (SEP) teacher, Speech Language Pathologist (SLP), P&C President and Operations Manager, eight teacher aides, three administration officers, Schools Officer, 32 parents, student leaders, student councillors, 51 students and tuckshop convenor.

Community and business groups:

- Developer and school patron.

Partner schools and other educational providers:

- Principal Smithfield State High School and Principal Yorkeys Knob State School.

Government and departmental representatives:

- Local councillor for Division 8 Cairns Regional Council, State Member for Barron River and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional Development Plan	Curriculum planning documents
Bookwork policy	Charter of expectations for leadership team
School Pedagogical Framework	Staff Meeting Term 1 and Term 2 agendas
Layering of Targets document	School newsletters and website
2018 Number facts program	School Opinion Survey
English learning strategy policy	CSS P-6 Curriculum Plan
Student Profile template	Teaching and learning expectations
Consistent practices at CSS policy	Explicit teaching observation sheet
P-3 Comprehension program overview	Numeracy learning strategy policy
Beginning year data meeting minutes	Assessment Schedule and Expectations
Induction Planning checklist	CSS Support Provision and Referral policy
Classroom visits policy	Collegial engagement at CSS policy
Responsible Behaviour Plan for Students	Team Accountabilities and Executive Team roles
School based curriculum, assessment and reporting framework	Visible learning progress and achievement tool
School target setting and improvement process	Whole school approach to social emotional learning



2. Executive summary

2.1 Key findings

The school is clearly focused on the belief that their core business is teaching, learning and wellbeing.

The leadership team views the development of staff members into an expert teaching team as central to improving outcomes for all students. Staff members express a genuine desire to engage in continuous improvement of their professional capabilities. Strong alignment to research underpins the work undertaken in the school to enhance curriculum, teaching and learning processes.

Relationships amongst staff members, and between staff and students are positive and respectful.

Students comment that they value the relationships they have with their teachers. Parents articulate that school staff members are committed to maintaining a supportive culture that promotes the social, emotional and academic development of their child. Parents identify caring, polite and inclusive interactions between themselves and staff members across the school. They feel welcome in the school and comfortable to approach members of staff with questions or discuss any concern they may have. Parents express the view that staff members welcome them as integral partners in their child's learning.

A strong culture of addressing the learning needs of individual students exists across the school.

School staff members place a high priority on catering for the diverse learning needs of students within an inclusive education framework. The building of teacher knowledge and capability to provide support that is data driven, and based on consistent high-yield strategies including targeted support within the classroom context is highly apparent.

An Explicit Improvement Agenda (EIA) is developed that is reflective of the school vision of *'Learning Together'*.

School performance data is utilised to inform the EIA. School-wide strategies that are aligned to the EIA are explicitly implemented with consistency and alignment of practice across each year level within each of the priority areas. The EIA is explicitly shared throughout the school community in a range of methods including school newsletter publication, posters displayed around the school, Parents and Citizens' Association (P&C) meetings and the school's electronic sign. There is a desire to maintain and build on the processes of the current EIA to continue school improvement in the targeted areas.



School staff members are united and committed to improved learning outcomes for all students.

High expectations, consistent and clear communication in all aspects of teaching and learning based on strong relationships underpin the belief of staff members that all students are able to learn and achieve successfully. Roles and responsibilities of the leadership and other school teams that link explicitly to the EIA are considered essential in delivering an agenda that successfully impacts student learning improvement. These roles and responsibilities including timelines, success measures and identified strategies continue to be developed.

Teaching staff members are committed to supporting their students' learning.

Teachers possess a range of experience, confidence and expertise in the fields in which they teach. Teachers articulate an ongoing desire to maintain deep knowledge of the Australian Curriculum (AC) in order to sustain high quality learning outcomes for all students. School leaders and teachers identify the need for ongoing teacher collaboration and Professional Development (PD) in curriculum and planning processes.

It is recognised that the analysis and monitoring of school achievement data is critical to school improvement.

Staff members place a high priority on school-wide analysis and discussion of data. The Head of Curriculum (HOC)/ Master Teacher coordinates the beginning of the year discussion of data with individual teachers relating to students in their class. Long-term comparative data is provided to teachers. Through the 'drill down' of data, ability groupings and differentiated teaching strategies are identified and planned for throughout the process. Teachers appreciate the support of the HOC/Master Teacher in providing the data and the analysis for the meeting.

School staff members highly value the support they receive from the leadership team in the implementation of consistent practices across the school.

All staff members demonstrate that they are driven by a deep belief that every student is capable of learning and strive to achieve the goal that one year of learning is equivalent to at least one year of growth. The school recognises that opportunities to promote a culture of inquiry and innovation that focuses on higher order thinking and digital literacies are vital for learners of the 21st century.



The leadership team takes responsibility for building teacher pedagogical expertise across their sectors of responsibility within the school.

The leadership team has established and implemented clear expectations, teacher language and artefacts, and high-yield pedagogical strategies to be applied in each classroom in every year level. The school has a strong learning partnership and works closely with educational leader and researcher John Fleming¹. Teaching staff members indicate that the leadership team and their cohort teaching teams provide a strong level of professional support.

The school has extensive partnerships within the wider community that enhance outcomes for students.

The Parents and Citizens' Association (P&C) works closely with the school to provide resources and facility enhancements. Partnerships with local and state government representatives are strongly apparent within the school, value adding to the provision of facilities and learning programs. Work with the cluster schools fosters collegial conversations regarding the ongoing school improvement agenda. Links with local businesses provide ongoing support to the school community.

¹ Hawker Brownlow Education. (2012). John Fleming. Retrieved from <http://www.hbe.com.au/john-fleming.html>



2.2 Key improvement strategies

Maintain the focus of the current EIA, including the use of data to monitor and evaluate the effectiveness of strategies and programs in producing the desired improvements in student learning, and identify a timeline for introducing the next improvement priority area.

Develop and communicate roles, responsibilities, success measures and timelines for the leadership team and other school teams in driving the EIA.

Collaboratively engage teaching staff in professional learning in unpacking the AC to strengthen curriculum knowledge, including participation in unit development planning and delivery.

Strengthen individual teacher data literacy skills to interpret, analyse and utilise class and school data to reflect on the effectiveness of teaching practice, and make adjustments in a timely manner.

Strengthen a culture of inquiry and innovation whereby creative exploration and independent learning are valued.