

Caravonica State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Caravonica State School** from **26 to 28 July 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

Louise Wilkinson	Internal reviewer, SRR (review chair)
Andrew Walker	Peer reviewer
Tim Moes	External reviewer



1.2 School context

Indigenous land name:	Djabugay [Alternate spelling Tjapukai]
Location:	Kamerunga Road, Caravonica
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	563
Indigenous enrolment percentage:	14 per cent
Students with disability percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1009
Year principal appointed:	2014



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), Head of Department – Student Services (HOD-SS), Head of Special Education Services (HOSES), Business Manager (BM), 23 teachers, school social worker, three administration staff, 11 teacher aides, four cleaners, schools officer, tuckshop convener, Parents and Citizens' Association (P&C) president, P&C operations manager, 67 students and 48 parents/caregivers.

Community and business groups:

- Manager of Botanica Retirement Resort.

Partner schools and other educational providers:

- Principal of Tropical North Learning Academy at Smithfield State High School, principal of Yorkeys Knob State School, coordinator of Caravonica Outside School Hours Care (OSHC) and director of Smithfield Day Care.

Government and departmental representatives:

- State Member for Barron River, Principal Advisor – Autism (PA Autism) Far North Queensland Region, Principal Advisor – Complex Behaviour Far North Queensland Region, Advisory Visiting Teacher Augmentative and Alternative Communication/Physical Impairment (AVT AAC/PI) Far North Queensland Region and ARD.

2. Executive summary

2.1 Key findings

School leaders consider the analysis and discussion of data as crucial to inform school improvement.

A whole-school assessment plan and schedule is clearly aligned with school and systemic priorities. The plan outlines a range of literacy, numeracy and other data tools, including diagnostic, formative and summative assessments. Analysis and discussion of data is embedded as a sophisticated practice across the school. The leadership team systematically and collaboratively monitors progress over time with staff members to understand individual student, class, cohort and whole-school achievement. Findings from analysis of data inform school level to student level decisions, interventions and initiatives.

The school enjoys a strong positive reputation amongst the local community.

Students, staff and parents consistently express strong support for the school. Development and maintenance of respectful and caring relationships are prioritised and modelled by leaders. The principal articulates the belief that open communication promotes authentic engagement and the community are regularly informed of school news. Teachers advise they frequently email or talk face-to-face with parents. Parents express appreciation for being able to approach teachers. School Opinion Surveys (SOS) show that in 2021, 95.8 per cent of parents agreed with the statement, 'I can talk to my child's teachers about my concerns' and 94.9 per cent agree that, 'Staff at this school are approachable'.

The school motto '*Always our best*' embodies the school's high expectations for all.

Leaders are united and highly committed to improve learning outcomes for every student. Staff members are equally committed and take responsibility to play their part and do what it takes to positively contribute to student success. The principal has undertaken workplace reform for a Head of Department – Curriculum (HOD-C) and Head of Department – Student Services (HOD-SS). The HOD-C leads and quality assures the school's design and delivery of curriculum. The HOD-SS leads strategies for inclusion and engagement of students with identified needs. These leaders join the wider leadership team of the principal, deputy principal, Head of Special Education Services (HOSSES), guidance officer and Business Manager (BM). The principal recognises the importance of sustaining the strategic work through the leadership team and beyond to progress the future Explicit Improvement Agenda (EIA).

School leaders value making connections with the community.

The school conducts annual National Aborigines and Islanders Day Observance Committee (NAIDOC) Week and reconciliation activities. The protocol of Acknowledgement of Country is observed at school events. Until its recent closure, the school had a relationship with the nearby Tjapukai Aboriginal Cultural Park. Leaders articulate an intention to renew and build partnerships with the local Aboriginal and Torres Strait Islander community. They express a desire to undertake co-designing of initiatives that will enhance all student learning

outcomes, particularly for Aboriginal students and Torres Strait Islander students. Leaders identify the co-designing of initiatives will be of benefit for the whole-school community.

Staff members strive to connect with students and build caring and supportive relationships to motivate learning.

School leaders and staff members express a belief that all students are capable of learning successfully, with time and the right support. The school's 'Four Pillars of School Pedagogy' and 'Six Givens in our learning environment' reflect expectations for classroom differentiation practices. Response to Intervention (RTI) is the agreed and newly implemented whole-school approach to support differentiated teaching and learning. Use of RTI is recognised as a means to provide the curriculum in ways that meet all students' diverse learning needs. The principal articulates a strong commitment to improve outcomes for all students regardless of their starting point. The leadership team articulates RTI is in its infancy and during the next strategic planning cycle, they expect this whole-school approach will become consistently implemented across the school.

The school vision for teaching and learning is expressed as '*Every student is capable of successful learning*'.

The leadership team has informed views on characteristics of highly effective teaching and learning based on their research, ongoing professional learning and experiential backgrounds. The principal and HOD-C have commenced investigating the use of the Universal Design for Learning (UDL) approach to refine and improve assessment practices ensuring all students are able to demonstrate learning and understanding. There is acknowledgement of the wider opportunities UDL may present to enable all students to ensure equitable access to the provided curriculum. School leaders identify implementing the UDL approach will require associated Professional Development (PD) and resourcing.

The school has a clearly documented Whole School Curriculum, Assessment and Reporting Plan: Prep to Year 6 (CARP).

The school CARP is directly aligned with the Australian Curriculum (AC) and the requirements of the P-12 curriculum, assessment and reporting framework (P-12 CARF). This documentation clarifies what teachers should teach and students should learn and when this will happen. Teachers speak of adopting a strength-based approach to valuing students' interests and existing knowledge and skills when devising learning experiences for assessment tasks. The HOD-C expresses an intention to maximise opportunities to further build teacher knowledge and skills in implementing the AC as they prepare to transition to AC Version 9.0 according to Department of Education (DoE) timelines. Locally relevant learning activities are yet to be developed. The principal and HOD-C acknowledge that more locally relevant learning will further assist student engagement for the increasingly diverse range of students enrolling into the school.



There is high mutual trust, respect and support between staff members across the school.

Staff members speak highly of the direction that the school is taking under the current leadership team. Many express appreciation for the leadership team for their support, professional leadership and the opportunities they provide for input in many areas of decision making at a whole-school or cohort level. Leaders view the development of all staff members into an expert teaching and support staff team as integral to improving student outcomes. Staff members are committed to the school and work together in a supportive collegial environment. The school has developed a comprehensive articulation of an agreed set of instructional practices, 'Consistent Practices at CSS', that informs all staff to know what to do, what is happening and what to expect.

The school views parents and community members as genuine partners in students' education.

Parents speak highly of the school, and specifically the care provided to their children and the level of professionalism of staff. They articulate they feel welcome and describe the leadership team and the teachers as warm, welcoming and approachable. Many parents specifically praise the school's responsiveness to any parental concerns raised. There are several well-established and significant partnerships with a large number of local groups and community organisations. These partnerships are highly valued by the school and the partner organisations. Members of the leadership team work to ensure partnerships lead to enhancing student outcomes.



2.2 Key improvement strategies

Sustain the strategic work of the leadership team through delegation of responsibilities beyond the leadership team, succession planning and aspiring leader development to drive a strong improvement agenda for the school.

Renew and build on partnering with Aboriginal parents and Torres Strait Islander parents and community members to co-design initiatives that will develop and embed Indigenous perspectives in the school for improved learning outcomes of all students.

Fully implement RTI over the next strategic planning cycle, to embed this as a consistent whole-school practice to address learning needs of all students.

Progress the adoption of UDL into teaching practice to strengthen the school's differentiated approach to teaching and learning with associated PD and resourcing.

Review and refresh the school CARP units and assessment to include the development of more locally relevant learning activities aligned to the AC while transitioning to Version 9.0 within Department of Education (DoE) timelines.