



School Improvement Unit Report

Cawarral State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Cawarral State School from 23 to 24 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	125 Annie Drive, Cawarral
Education region:	Central Queensland Region
The school opened in:	1874
Year levels:	Prep to Year 6
Current school enrolment:	85
Indigenous enrolments:	2 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	960
Year principal appointed:	2015
Number of teachers:	5.5 (full-time equivalent)
Nearby schools:	Emu Park State School
Significant community partnerships:	nil
Significant school programs:	nil



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Six teachers
 - Five teacher aides
 - 26 students
 - Seven parents
 - Parents and Citizens' Association (P&C) president
 - Facilities officer grounds
 - Two cleaners

1.4 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Rosemarie Hodder	Peer reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



2. Executive summary

2.1 Key findings

- The school promotes and maintains an environment reflective of its belief that every student is capable of successful learning.

The staff members of the school demonstrate an understanding of the importance of positive and caring relationships to successful learning.

- The principal has developed and is driving a detailed and Explicit Improvement Agenda (EIA) to improve learning outcomes for students in reading.

The school improvement agenda is focusing the whole-school's attention on the core learning priority of reading.

- The principal's view that the use of reliable and relevant data as essential to school leadership and to the school's improvement agenda is apparent.

The principal indicates the need to review the collection of data to ensure that it is purposeful, timely and provides the evidence needed regarding student achievement.

- The school has a team of dedicated and professional teachers and teacher aides who are focused on the improvement of outcomes for students.

Formal and informal processes are established for teachers to be able to work together to discuss teaching strategies to improve their teaching practice.

- There is a whole-school curriculum plan, which is based on the Curriculum into the Classroom (C2C) resources.

Currently, no tracking mechanism is visible that monitors the content and concepts covered in the multi-age classrooms, to ensure vertical alignment over time and alignment with the Australian Curriculum (AC).

- Classroom teachers identify and address the learning needs of individual students.

A clear and consistent approach to the identification and the monitoring of students requiring additional support is not fully established.

- The school principal and staff members set high expectations for student progress and ambitious targets for the improvement of classroom performance and behaviour.

Some teachers provide oral and written feedback to enable students to understand what actions are required for further learning.



2.2 Key improvement strategies

- Develop whole-school practices to track and provide vertical alignment of the curriculum and quality assure the alignment between the curriculum plan, term overviews, unit plans and the AC.
- Develop a common understanding of how effective and cohesive teams operate and structure opportunities for teachers to learn and work in and across year level teams.
- Formalise the observation, feedback cycle and coaching model to drive high quality instruction and leadership, that aligns with the school improvement agenda and implementation of the AC.
- Develop a clear and consistent approach to differentiation including identification, program delivery and the monitoring of students who require additional support and extension.
- Provide a consistent, formalised feedback system to enable students to understand the next steps in learning.
- Collaboratively review the school's assessment schedule to ensure data collected is purposeful and informs the monitoring of the school improvement agenda and student learning needs.