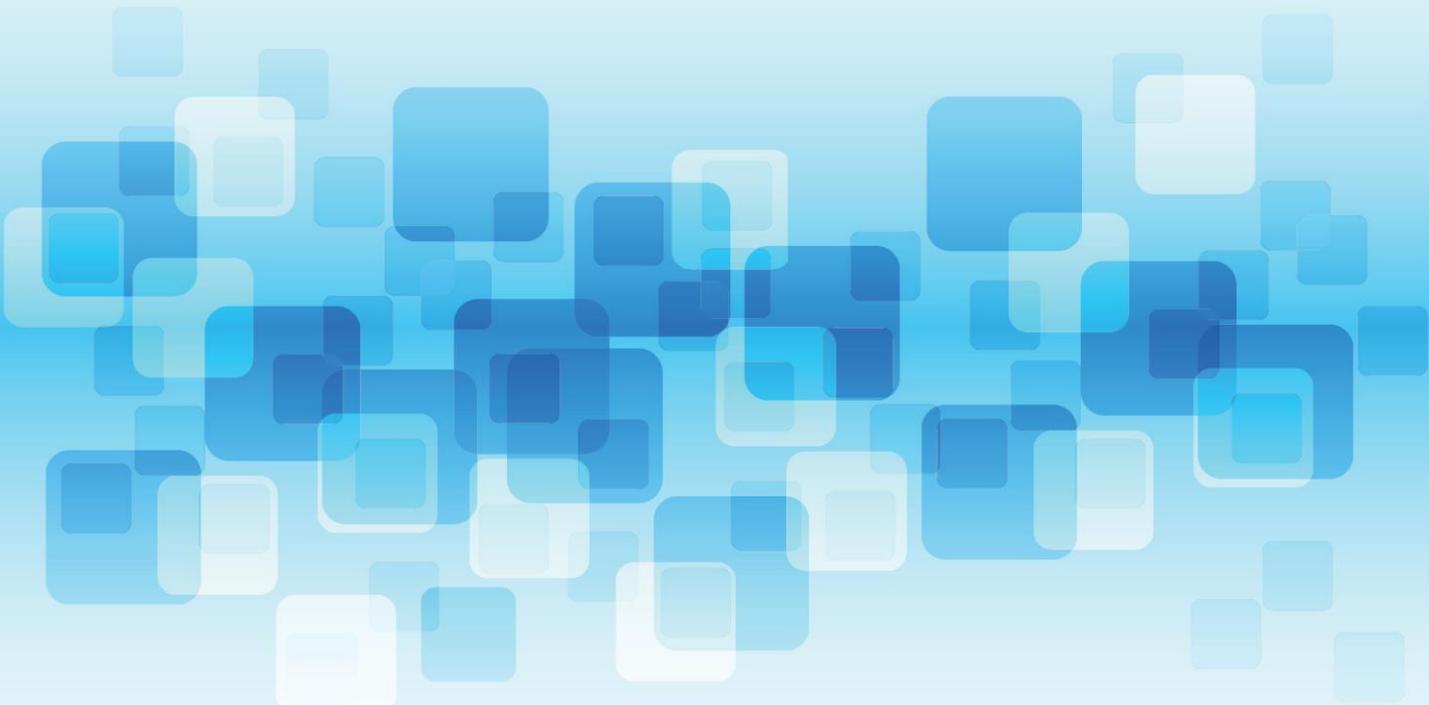




School Improvement Unit Report

Camira State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Camira State School** from **14 to 16 November 2016**.

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 which prioritise future directions for improvement.

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

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Anthony Ryan	Peer reviewer
Clare Grant	External reviewer
Yvana Jones	External reviewer



1.2 School context

Location:	Old Logan Road, Camira
Education region:	Metropolitan Region
Year opened:	1976
Year levels:	Prep to Year 6
Enrolment:	631
Indigenous enrolment percentage:	11 per cent
Students with disability enrolment percentage:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	939
Year principal appointed:	2016
Full-time equivalent staff:	38
Significant partner schools:	Woodcrest State College
Significant community partnerships:	Young Men's Christian Association (YMCA) Camira, Returned and Services League of Australia (RSL) Goodna



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Services Manager (BSM), 33 teachers including middle management and specialist teachers, 15 teacher aides, two schools officers, chaplain, 48 students, president and treasurer of Parents and Citizens' Association (P&C), two administration officers and six cleaners.

Community and business groups:

- YMCA Coordinator.

Partner schools and other educational providers:

- Head of Junior School, Woodcrest State College.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan (2016)	Explicit Improvement Agenda (2016)
Investing for Success (2016)	Strategic Plan 2015-2018
Headline Indicators (2016)	School Data Profile (2016)
OneSchool	School budget overview
Professional learning plan (2016)	School differentiation plan or flowchart
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey (2016)
Responsible Behaviour Plan	Curriculum planning documents
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Staff members show a genuine empathy for the students in their care. Classrooms are generally orderly. Most staff members work cooperatively within year cohorts. Highly committed teachers run extracurricular activities for students. Student attendance has improved.

Some teachers demonstrate a wide range of highly effective teaching methods.

School leaders are explicit about their desire to see effective teaching occurring throughout the school but are as yet to define what that may look like. A pedagogical framework is in place based on explicit teaching. The framework is not used as a working document throughout the school. A clear and consistent model of instructional leadership aligned to the signature pedagogies of the school is not yet apparent.

Teachers identify varied responses regarding the 2016 improvement agenda with most teachers identifying reading improvement as the key priority of the school.

Some of the strategies documented in the 2016 Annual Implementation Plan (AIP) have been actioned with: 'Reading Squads' established whereby teacher aides are used in targeting differentiated reading; PM benchmarks used to ascertain reading improvement; attendance strategies in place; and, the development of a data wall. Reading effect size gain and attendance results have improved slightly from 2015.

The leadership of the school has changed significantly over the past three years.

A substantive principal has been appointed and is embarking on a new strategic planning process in preparation for the collaborative development of a new strategic plan. Interviews with staff members during the review process indicate morale to be improving.

Classrooms are generally orderly.

The school values of '*Be safe, Be respectful and Be responsible*' are referred to by some teachers in managing student behaviour and aspirations. The school does not have a current, explicit, pastoral care program for students. Staff members indicate a clear and consistent approach to the management of student behaviour is required.

Most teachers utilise data to identify starting points for teaching and to monitor student learning growth.

The role of school leaders in working beside teachers to review class achievement data is yet to be determined. Staff data literacy is developed through impromptu opportunities for teachers to engage in discussions focused on student achievement data.



Whole-school curriculum planning is in development.

This process aims to provide a clear scope and sequence of what teachers should teach and students should learn across the curriculum including literacy and numeracy.

2.2 Key improvement strategies

Build a culture of high expectations for student attendance, engagement and outcomes.

Continue to build an open and collaborative, data informed, strategic planning process to ascertain priorities, targets and timelines aligned with Professional Development (PD), instructional leadership and explicit feedback.

Develop a clear and consistent approach to student behaviour management, aligned to the introduction of a research-based pastoral care program.

Continue to work collaboratively to embed systematic curriculum delivery and closely monitor and support implementation to ensure students are engaged in their learning and developing proficiency in literacy and numeracy.

Identify and share highly effective teaching strategies across the school and build a contemporary research-based pedagogical framework.

Progressively build and monitor teacher capacity in data literacy to inform teaching through PD and regular, planned opportunities for data analysis at whole-school, year level, class and individual student level with school leaders.