

Camira State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Camira State School** from **6 to 10 August 2020**.

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

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Troy Barath	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Old Logan Road, Camira	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	670	
Indigenous enrolment percentage:	7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	974	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Teaching and Learning (HOTL), guidance officer, 31 teachers, Business Manager (BM), four administration officers, 15 teacher aides, 28 students and 26 parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C) and coordinator of Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal of Bellbird Park State Secondary College and educator from Woodcrest Early Education Centre.

Government and departmental representatives:

- State Member for Jordan and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Student learning and wellbeing framework	Roles and responsibilities documents
Inquiry cycle plans	Attendance plan
School based curriculum, assessment and reporting framework	Parent and community engagement framework



2. Executive summary

2.1 Key findings

The leadership team has established and is driving a clear improvement agenda, centred on its vision of ‘Maximising achievement for every child every day’.

School leaders have developed, implemented and monitored the Explicit Improvement Agenda (EIA), working collaboratively to ensure all stages of the school improvement process are systematically implemented. There is a clear line of sight between the strategic plan, the Annual Implementation Plan (AIP) and the EIA. The school participated in a mid-point self-assessment and an inclusion capability review, and annually monitors progress against the strategic plan and the AIP.

A strong culture of feedback and improvement is apparent amongst staff members.

All teachers speak positively of the commitment and willingness of their colleagues to support each other in their ongoing Professional Development (PD). The processes, structures and time that is allocated to building an expert teaching team enable this culture. ‘Up & Go’ Breakfast PD sessions are usually run by classroom teachers and are well attended. Staff relate the value and authenticity of these events as they are facilitated by their peers and based on recent classroom practice.

All year levels in the school are involved in five week cycles of inquiry.

The inquiries are based on the EIA priority area of reading and are developed collegially to improve teacher pedagogical practice and student academic achievement. Cohort data is examined and a hypothesis for improvement is formulated and then enacted. Successful cycles of inquiry are shared with staff at regular morning PD sessions.

A commitment to high expectations being achieved resonates across the entire school community.

School leaders indicate that the delivery of a curriculum that aligns with learning skills for the 21st Century is a high priority. Staff members are conscious of the critical role they play in maximising outcomes for students. Several indicate they would welcome clarification of a school position on the attributes students require to engage productively in the future. Some teachers articulate an interest in developing student ability to utilise inquiry learning to be independent, innovative and creative.

The leadership team articulates the importance of using research-based teaching as the key to improving student learning throughout the school.

School leaders have established, and communicate to all teachers, the expectations regarding the implementation of the preferred pedagogical practices. The leadership team and some teachers indicate that the uniformity of the lessons means that everyone is learning the same thing at the same time. Some teachers express an interest in using inquiry-based learning to enhance student engagement, and provide additional opportunities for deep learning and transfer learning.



The school's P-6 curriculum, assessment and reporting plan provides teachers with information regarding the implementation of the Australian Curriculum (AC).

The leadership team identifies the importance of focusing on priority curriculum areas, particularly literacy and mathematics. Classroom teachers are required to teach literacy, mathematics, visual arts or media and 'Second Steps' lessons weekly. Some teachers indicate that expected time allocations for literacy and numeracy impact on the amount of time allocated to other learning areas. Some teachers articulate that all learning areas of the AC are yet to be fully implemented.

Teachers speak positively of their improved ability to differentiate for students.

Teachers are able to identify how their practice has become more inclusive and the positive impact this has had on all students. A series of PD sessions relating to differentiation has been delivered to staff to assist in developing their knowledge and practice. Most classroom teachers identify that they focus their differentiation on learners who are having academic difficulties. Teachers relate that they are yet to be as confident in differentiating for learners who are achieving above the expected levels of their peers.

The school makes a large investment in developing partnerships that ensure a smooth and productive start to school.

The school has strong links with eight local early childhood providers that are visited by school representatives on a regular basis to build relationships and to interact with the children and their parents. A weekly playgroup is facilitated onsite and the school was successful in being included in the 2020 pilot KindyLinQ program. The Camira Croclings induction program operates for eight weeks in Terms 3 and 4 for children in the year prior to commencing Prep and as an awareness and support program for their parents. Australian Early Development Census (AEDC) data is used by the school to inform the foci of the Camira Croclings, in order to reduce their vulnerability.

Students, staff members, parents, other schools, community groups and agencies hold the school in high regard.

Partnerships are developed strategically to improve opportunities and outcomes for students. The Parents and Citizens' Association (P&C) works with the leadership team to improve the school for the benefit of students. The P&C is proud of the fact that the school has been fully air conditioned progressively over recent years, and of their contribution to this achievement.



2.2 Key improvement strategies

Collaboratively develop a common understanding of the attributes of students who are able to utilise inquiry learning to be independent, innovative and creative.

Enhance current teaching practices to support students to engage in deep learning and transfer learning.

Implement the AC fully, including all learning areas, general capabilities and cross-curriculum priorities, with sufficient time allocations.

Enhance teacher knowledge and capability to apply differentiation processes for all students, including high achieving students.