

# Camira State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

The staff, students and families of Camira State School would like to acknowledge the Traditional Custodians of the land where the school is built and pay their respects to Elders past, present and emerging. The school community recognises the Traditional Custodians’ connection to Country and role in caring for and maintaining Country over thousands of years.

### About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	755
Indigenous enrolments	8.7%
Students with disability	29%
Index of Community Socio-Educational Advantage (ICSEA) value	977

### About the review

 3 reviewers from 30 July to 1 August 2024	 143 participants	 62 school staff
 30 students	 31 parents and carers	 20 community members and stakeholders

### Key improvement strategies

**Domain 6: Leading systematic curriculum implementation**  
Quality assure curriculum planning documents, with regional support, to meet the requirements of the P–12 Curriculum, assessment and reporting framework (P–12 Framework) and support systematic curriculum delivery.

**Domain 8: Implementing effective pedagogical practices**  
Initiate professional conversations between leaders and teachers to establish a common language and shared understanding of pedagogy based on contemporary research and evidence.

**Domain 7: Differentiating teaching and learning**  
Collaboratively develop a school-wide vision for inclusive education to ensure the principles of inclusion are integrated into and across the whole school community.

**Domain 6: Leading systematic curriculum implementation**  
Establish external professional collaborations for leaders and teachers to share practice, including moderation processes, to ensure consistency and accuracy in judgements against relevant achievement standards.

**Domain 1: Driving an explicit improvement agenda**  
Collaboratively develop strategic and annual plans and an embedded Explicit Improvement Agenda (EIA) with key stakeholders to strengthen shared ownership of agreed priorities and school improvement.

### Key affirmations



**The school mascot, ‘Koedal’ the crocodile, is enthusiastically embraced by students, and was created through student voice.**

Leaders articulate ‘Koedal’ the crocodile was named through a competition held with students at the school. Koedal means ‘crocodile’ in a Torres Strait Islander traditional language. Koedal is displayed throughout the school in a range of engaging and innovative ways. Students affirm how exciting it is when Koedal visits the school at significant events and parades to celebrate their successes. Leaders recognise the power of student voice to promote high expectations and strengthen a sense of belonging. Teachers explain that ‘Croc logs’ are used consistently in classrooms to support and reinforce student behaviour choices.



**Staff convey a genuine connection to and care for the academic, wellbeing and developmental growth of their students.**

Students express they highly value their teachers, commenting that the teachers are the best thing about the school. Parents describe the level of support for their child as outstanding. They highlight interactions between staff, students, families, and the wider community as caring, respectful and inclusive. Leaders speak of intentionally structuring school events to encourage high attendance, including the Science Fair and end-of-term celebrations. School Online Reporting Dashboard (SORD) attendance data shows 2024 attendance rates are very close to statewide targets.



**Members of the teaching team highlight they are committed to continuously improving their practice to make a difference for their students.**

Leaders articulate their commitment to the priority of building teacher capability and collective efficacy across the school. New, beginning and early career teachers speak appreciatively about their supportive mentors and induction processes. Leaders outline established processes that enable members of the teaching team to work together and learn from each other. Peer to Peer (P2P), Peer times Peer (PXP) and ‘Up and Go’ breakfast sessions are well attended. Staff comment they value learning from their peers in areas of interest.



**Parents comment that this is the school of choice for their child.**

Leaders highlight that the school is known in the community as one that ‘cares for’ and ‘takes care of’ their students. Strong and valued partnerships are established between local Early Childhood Education and Care (ECEC) providers and leaders and teachers. Parents express appreciation for the way their child is supported through the ‘Croclings’ program to learn the routines and expectations of Prep. Leaders speak appreciatively of the small group of highly active and engaged parents who lead the Parents and Citizens’ Association (P&C) team. They acknowledge these members fundraise significant amounts of money and provide financial contributions to support the school. This includes major facility upgrades and support for student participation in learning activities.