

Karalee State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Karalee State School** from **13 March** to **15 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

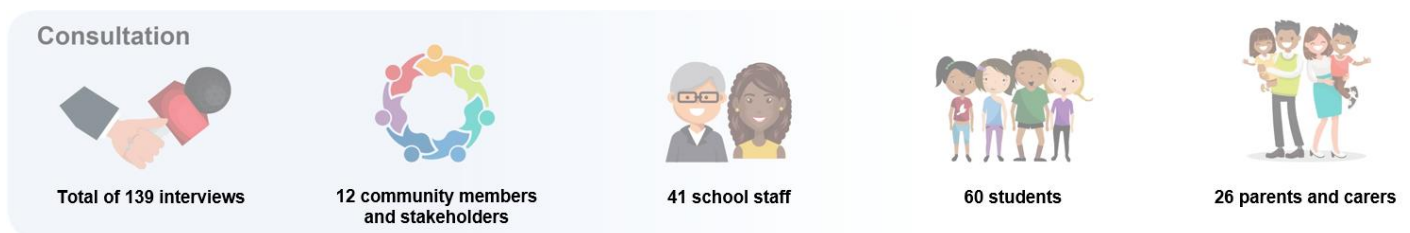
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
John Adie	Peer reviewer
Judi Hanke	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Jaggera, Yuggera & Ugarapul nation and the Jaggera, Yuggera & Ugarapul people of the Jaggera, Yuggera & Ugarapul language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	554
Indigenous enrolment percentage:	2.8%
Students with disability percentage:	15.8%
Index of Community Socio-Educational Advantage (ICSEA) value:	1042

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **28 March** to **1 April 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1043 and the school enrolment was 598 with an Indigenous enrolment of 5% and a student with disability enrolment of 4.3%.

The key improvement strategies recommended in the review are listed below.

- Progress the implementation of the Positive Behaviour for Learning (PBL) program to ensure a consistent, cohesive and proactive approach to student behaviour and welfare across the school.
- Provide opportunities for members of the leadership team to further grow their leadership skills and develop a high performing collegial team.
- Establish a systematic process to ensure that all elements of the Australian Curriculum (AC) achievement standards are assessed and reported to parents.
- Provide opportunities for staff to build and strengthen their skills to differentiate for the full and diverse range of learners within their classrooms.
- Provide opportunities for observation and feedback, including peer observations, aligned to the school's agreed pedagogical approach to support teachers' professional practice and the school's Explicit Improvement Agenda (EIA).

2. Executive summary

2.1 Key affirmations

Positive and caring relationships are paramount for ensuring every student is succeeding academically, socially and emotionally.

Parents, family members and carers speak highly of the strong sense of community within and beyond the school and articulate a feeling of belonging. They speak of personal help provided and connection, particularly through the community activities hosted by the school. Students articulate that staff want all students to learn successfully and they are proud of the extensive and modern facilities provided by the school. They also take pride in the school's sporting program and provide examples of how teachers support them in their academic and social emotional needs.

Staff describe positive team collaboration, a professional team approach and the willingness of staff members in year level teams to help others.

A feature of the school is its strong, collegial culture within each year level. The principal and other leaders acknowledge the development of staff into an expert and coherent teaching team as necessary for improving outcomes for all students. Effective procedures are in place to facilitate a school-wide, collective responsibility for student learning and success. A newly established middle leadership structure, nominating a Year Level Coordinator (YLC) position for each year level, has proved a popular and effective mechanism to distribute leadership in the school.

Teachers speak positively of the significant levels of ongoing Professional Development (PD) provided to build their knowledge of all aspects of the AC.

The Head of Department – Curriculum (HOD-C) articulates that maintaining a focus on deepening teacher knowledge of the AC is crucial. They discuss building capability to understand the expectations for assessment tasks and how marking guides are aligned to achievement standards. Leaders have invested considerable time and resources into ensuring that the school has come in line with the requirements of the P-12 curriculum, assessment and reporting framework (P-12 CARF).

Local Early Childhood Education and Care (ECEC) providers express valuing the strong reciprocal relationship with the school.

The school partners with a significant number of ECEC providers in the local area to ensure a strong knowledge of incoming students. ECEC centre staff speak positively of the multiple opportunities for their children to visit the school as part of sports days, special events, story reading and classroom lessons. They articulate that school staff regularly visit their premises to observe and get to know prospective students through planned learning activities. Teachers discuss this work as allowing for smooth student transitions into school.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Build alignment and unity within the leadership team, through clear expectations and accountabilities, to develop a shared understanding of the roles and responsibilities within the team to enact the improvement agenda.

Domain 5: An expert teaching team

Strengthen opportunities through PD and leading aspects of the improvement agenda, for leaders to develop capability as instructional leaders.

Domain 2: Analysis and discussion of data

Strengthen the data literacy of all staff to ensure student data is regularly used to inform teaching and learning.

Domain 8: Effective pedagogical practices

Develop an agreed range of pedagogical approaches that teachers employ to respond to the range of student learning and engagement needs.

Domain 7: Differentiated teaching and learning

Develop whole-school strategies for differentiated teaching and learning that utilise the skills, expertise and pedagogical knowledge of all teachers, to proactively support all students to achieve their learning potential.