

Karalee State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Karalee State School** from **28 March** to **1 April 2019**.

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

1.1 Review team

John Bosward	Internal reviewer, SIU (review chair)
Paul Herschell	External reviewer
Penny Eising	Peer reviewer



1.2 School context

Location:	Arthur Summervilles Road, Karalee
Education region:	Metropolitan Region
Year opened:	1985
Year levels:	Prep to Year 6
Enrolment:	598
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	4.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1043
Year principal appointed:	2013 – substantive 2019 – acting
Day 8 Staffing teacher full-time equivalent (FTE):	43.85
Significant partner schools:	Kenmore cluster, Collaborative Writing Improvement Cluster
Significant community partnerships:	Swim club, early childhood centres, Heritage Bank Limited
Significant school programs:	Karalee's Got Talent, Karalee Reading Challenge, enrichment and extension



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), 24 teachers, Special Education Program (SEP) teacher, eight teacher aides, guidance officer, Business Manager (BM), two administration assistants, Information and Communication Technology (ICT) systems technician, 40 students, Support Teacher Literacy and Numeracy (STLaN) and 43 parents.

Community and business groups:

- Six Karalee Outside School Hours Care (OSHC) staff members, uniform shop coordinator and eight Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Principal Ipswich State High School, German immersion teacher – Kenmore State High School, director Karalee Kindergarten and Early Years Learning and director Karalee Community Kindergarten Inc.

Government and departmental representatives:

- State Member for Ipswich West and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2015 - 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	School Opinion Survey
Karalee Pride feedback Document	School newsletters and website
Term Calendars	Enrichment and Enhancement Artefacts
Karalee State School and Cluster Moderation profiles	School Diagnostic Assessment Schedule
Karalee State School reporting Guidelines	Responsible Behaviour Plan for Students and teaching Matrix
School based curriculum, assessment and reporting framework	SIU Review Report – Karalee State School 2015
Karalee State School Roles and Responsibilities Document	Karalee State School Early Childhood Data Profile



2. Executive summary

2.1 Key findings

Staff members report a collaborative and collegial culture across the school.

An environment reflective of the expectation that all students will learn successfully is apparent in conversations with staff, students and parents. Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work hard to build partnerships with students, colleagues, parents and the community. This is reflected in the philosophy adopted by the school, 'It takes a village to raise a child'.

There is a commitment by staff members to the school's improvement strategy and a clear belief that further improvement is possible.

Staff morale is positive and staff members report high levels of collegiality, trust and professional and personal support amongst colleagues. Teachers articulate a strong desire to provide calm and intentionally inviting classrooms in which students experience a sense of safety and belonging. Some parents and members of the wider community express the view that the efforts of staff members to support all students are strongly valued within the community.

The school is committed to providing a safe and supportive school environment for all stakeholders.

In response to emerging student needs the school has identified the need to review and enhance the approach to managing student behaviour and welfare. A Positive Behaviour for Learning (PBL) team has been formed and is actively engaged in the collaborative analysis of data and the development of school processes and systems aligned with commencing Tier 1 of the PBL journey. The introduction of PBL is enthusiastically supported by many staff members.

The leadership team is committed to building a professional team of teachers and support staff members who operate across all areas of the school.

Due to staffing changes some members of the school's leadership team are new to their roles. It is acknowledged that school leaders require opportunities to further develop their skills as instructional leaders in the school. The principal identifies an opportunity to action this through the Annual Performance Development Plan (APDP) process and targeted professional learning opportunities.

The school is committed to developing and delivering locally relevant, engaging and accessible learning experiences for all students.

A systematic process across all learning areas to ensure that all students are being assessed against all aspects of the Australian Curriculum (AC) achievement standards is emerging through the school's English planning processes. Staff indicate they would value further support to develop a deep understanding of the AC across the learning areas to enhance the alignment of unit plans to the AC achievement standards.



Staff members work hard to address the individual learning needs of students.

A focus on discussing and documenting differentiation within collaborative curriculum planning sessions is yet to be apparent. Conversations with staff members indicate that the effective use of differentiation strategies to cater for the diverse range of students in classrooms is developing.

School leaders spend time working with teachers and staff indicate they value the support provided by the leadership team.

A systematic process of observation and feedback focusing on various elements of Explicit Instruction (EI) was implemented in previous years. The process is yet to be developed or implemented this year and teachers indicate they would value feedback on the extent to which their pedagogical practices are aligned to the school's teaching and learning priorities.

The leadership team and staff members are committed to building a learning environment that supports and motivates students to do their best.

The tenor of the school is positive, warm and welcoming. Classrooms are attractively presented with displays of student work and artefacts to support the teaching and learning process. The school has expansive and aesthetically pleasing grounds that provoke a sense of pride and belonging in the school.

The school has an active and well attended Parents and Citizens' Association (P&C) that focuses on providing support for improving educational and physical resources.

The school recognises that parents and families are integral members of the school community and partners in their child's education. Staff, parents and community members report strong school community relationships, mutually supportive interactions and shared support for the wellbeing and learning of students.



2.2 Key improvement strategies

Progress the implementation of the 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 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).