



School Improvement Unit Report

Karumba State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at **Karumba State School** from **10 to 11 August 2016**. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Yappar St, Karumba
Education region:	North Queensland Region
The school opened in:	1969
Year levels:	Prep – Year 6
Current school enrolment:	33
Indigenous enrolments:	15 per cent
Students with disability enrolments:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	953
Year principal appointed:	2016
Number of teachers:	3 (full-time equivalent)
Nearby schools:	Normanton State School, Gulf Christian College
Significant community partnerships:	Karumba Sports Group, Karumba Children's Centre, Karumba Health Centre
Significant school programs:	Transition to Prep playgroup



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two teachers
 - Three teacher aides
 - Administration officer
 - Grounds officer
 - Cleaner
 - Six parents
 - Parents and Citizens' Association (P&C) president
 - Four community representatives
 - 30 students

1.4 Review team

Lesley Vogan

Internal reviewer, SIU review chair

Trevor Carr

Peer reviewer



2. Executive summary

2.1 Key findings

- Within the school community there is an understanding of the importance of positive and caring relationships for successful learning.

The mutual respect between staff members, students and families is visible and articulated by all stakeholders. Relationships are caring and polite. All members of the community speak of the benefits of a small school and the importance of the strong relationships the students build with each other and staff.

- The school is driven by a belief that every student can learn and be successful and there is a growing culture of high expectations demonstrated across the school.

All students and staff have an obvious sense of belonging and all parents are welcomed. Staff members, students and parents all speak highly of the school.

- The school priority area of reading was established following an analysis of school data over time. An inquiry cycle is used to articulate actions for improvement.

Targets for student improvement are collaboratively developed by staff members and outline an aspirational percentage of students attaining age equivalent reading levels. Targets for high performing students are not yet developed. Timelines for implementation of identified actions are yet to be established.

- There is a shared commitment to the systemic collation of reading data exercised by all staff members.

There is a shared and common understanding of how data is collected and how it can inform student progress in the implementation of the school's Explicit Improvement Agenda (EIA). A formalised structure to collaboratively interpret and analyse data regarding student progress against targets is yet to be developed.

- The principal expects all teachers to be highly committed to the continuous improvement of their teaching practice.

The principal has prepared a draft Professional Development Plan (PDP). The plan is yet to include timelines for implementation. Individual staff members' PDPs are implemented and it is anticipated that the identified learning needs of staff will inform the overall school PDP.

- The principal and staff members recognise that effective teaching is the key to improved student outcomes.

A documented pedagogical framework based on the Dimensions of Teaching and Learning (DoTL) is developed. Elements of the pedagogical framework are visible in some classrooms. Consistent or systemic implementation of the framework across the entire school is yet to be established.



- The school is currently engaged in an EIA in improving reading across all year level cohorts.

The school action plan identifies the need for a school reading framework. This framework is yet to be developed.

- The school is engaged in triangulation of Levels of Achievement (LOA), National Assessment Program – Literacy and Numeracy (NAPLAN) data and PM Benchmarks.

Some inconsistencies between these three sources of data exist. Principal and staff identify a need for a formalised and systemic approach to moderation practices within and outside the school to address these inconsistencies.

- The school has a whole-school curriculum framework.

Teachers adapt C2C resource units. Recording or tracking of changes and adaptations made to the curriculum over time is yet to be developed. A process for quality assuring the adaptations made to ensure the C2C units are aligned to the Australian Curriculum (AC) and a framework assessment plan are not yet developed.

- Students, staff, parents and community members speak highly of the school and the small school culture that encourages positive relationships between students of all ages and members of the staff.

Parents, students and staff members speak positively of the individual attention students receive, the work of staff and the sense of belonging.

- Teachers are co-constructing individual reading learning goals with students.

Student learning goals are visible artefacts in classrooms and are displayed on desks, notice boards and within workbooks. Most students are able to discuss their reading learning goal and how they are progressing towards achieving it. Some students are able to discuss the adjustments teachers are making to cater for their specific learning needs.



2.2 Key improvement strategies

- Refine the school's EIA to include details and timelines for actions, and targets for high performing students.
- Review and formalise the data cycle to include collaborative discussions with staff members regarding student progress towards targets.
- Develop a whole-school professional learning plan that aligns with the school's EIA. Complete staff individual PDP.
- Review the pedagogical framework to reflect a shared vision for the ways of teaching across the school.
- Develop and embed a reading framework to support the focus of reading across the school.
- Develop a whole-school moderation framework to ensure consistency of teacher judgements and reporting.
- Review the whole-school curriculum and assessment framework and introduce processes for quality assurance.