

# Karumba 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

We acknowledge the shared lands of the nation, and the Kuthant, Kurtijar and Kukatj people of the Karumba language region.

### About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	16
Indigenous enrolments	31%
Students with disability	6%
Index of Community Socio-Educational Advantage (ICSEA) value	852

### About the review

 1 reviewer on 15 May 2024	 30 participants	 5 school staff
 13 students	 6 parents and carers	 9 community members and stakeholders

### Key improvement strategies

<p><b>Domain 6: Leading systematic curriculum implementation</b> Collaboratively refine the whole-school curriculum plan with a focus on unit planning to strengthen teacher and student assessment literacy. Strengthen moderation processes through academic case management, inclusive of pedagogical discussions, to inform next steps in teaching and learning and feedback to students.</p>
<p><b>Domain 8: Implementing effective pedagogical practices</b> Collaboratively develop a shared understanding and language about pedagogy to strengthen professional dialogue around determining pedagogies and reflecting on effectiveness of pedagogical decisions.</p>
<p><b>Domain 5: Building an expert teaching team</b> Expand the Setting Professional Goals (SPG) process to include customised professional development pathways that support staff to broaden their expertise beyond the current context.</p>
<p><b>Domain 9: Building school-community partnerships</b> Collaboratively develop a plan, with parents and community members, to enhance connections that support successful transitions into, through and beyond the school.</p>

### Key affirmations



**Staff and parents nurture a mutually respectful and appreciative culture of care, positivity and learning.**

Staff convey that families are valued partners in their child's education. Parents express appreciation for the commitment of staff and the open communication that supports their child's learning and wellbeing. Community members appreciate positive and mutually satisfying connections with the school community. Parent teacher meetings are attended by all families. Members of the wider school community indicate they view the school as an integral part of the local community.



**The strategic and caring leadership of the principal is highly respected across the school and wider community.**

The school improvement journey in recent years, led strategically by the principal, is valued by staff, parents and community members. Staff describe the principal's clear and kind leadership. They express pride in the quality education they collaboratively provide to local children.



**The staff team is a committed group of professionals who care about each other and about students' learning.**

Staff indicate they are a cohesive team, highly committed to student learning and each other's wellbeing. They describe a positive staff culture in which they care for and support one another, with everyone going 'above and beyond' to play their part. Staff convey they are committed to their own learning and continuous capability improvement to maximise the success of all students. The positive culture is reflected in 2023 SOS data, showing 100% of staff agree that morale is positive.



**Students articulate they love learning in engaging, calm, and organised learning environments.**

Classrooms are engaging and organised. Staff prioritise creating rich, fun, authentic learning experiences, describing how they endeavour to 'bring the world in'. They celebrate high attendance rates. Parents and students comment that students 'love coming to school'. Students describe their friendships, care for each other, and confidence they are learning successfully.