

Karara 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 Education Improvement Branch (EIB) at **Karara State School** from **23 to 25 August 2021**.

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

1.1 Review team

Laurelle Allen

Internal reviewer, EIB (review chair)

Leah Mullane

Internal reviewer



1.2 School context

Location:	Recreation Reserve, Karara School Road, Karara	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	6	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	16.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	nil assigned	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, teacher aide, Business Manager (BM), guidance officer, cleaner, three parents and six students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and community representative.

Partner schools and other educational providers:

- Principal Advisor – Teaching and Learning (PATL)

Government and departmental representatives:

- State Member for Southern Downs and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
School pedagogical framework	Curriculum Assessment and Reporting Plan
School OneNote	School newsletters, Facebook and website
Sample student folios	School Online Reporting Dashboard
Student goal setting artefacts	Curriculum Purchasing Form
Karara State School Code of Conduct 2020-2023	Karara State School Assessment Schedule and Data Plan



2. Executive summary

2.1 Key findings

All members of the school community articulate a passionate commitment to continuously improving the learning and wellbeing outcomes for all students.

The teaching team expresses a shared commitment to supporting each student to enjoy learning and achieve success. A focus on supporting each student to develop their full potential academically, physically, socially, emotionally, culturally and creatively is communicated and supported through collaborative planning and close relationships with families. The principal observes that due to the small number of students, staff members know the students and their families well, enabling them to identify and flexibly respond to students' needs.

Strong, positive relationships between all members of the school community are the foundation to supporting school and student success.

The principal is fostering a warm and welcoming culture that maintains transparent processes and an open demeanour. Parents speak appreciatively of staff members and express the value of 'gate chats' at the end of each day, keeping them well informed about their child's activities and achievements. Staff members articulate that positive, professional and respectful relationships are expected and modelled by the principal at all times. Students comment that teachers care about them and help them learn to work well together.

The principal has recently facilitated a process of review to determine the Explicit Improvement Agenda (EIA) for the school.

The principal indicates there is a shared belief that reading proficiency is valued by the school community as the precursor to success. The EIA identifies a focus on phonics, phonemic awareness, vocabulary, and oral language to improve reading. Staff members identify numerous classroom activities that support students to improve their reading and acknowledge that Professional Development (PD) opportunities are provided for them to build their capability to teach reading. Clarity regarding the strategies planned to progress the newly developed EIA, and their accountabilities in implementing these strategies, is yet to be articulated by staff members.

The principal expresses dedication to using data to identify how students are progressing in their learning.

Level of Achievement (LOA) data is monitored by the principal through School Online Reporting Dashboard (SORP) and reviewed collaboratively as part of data discussions. A data spreadsheet tracks student data over time in LOA, reading, and spelling. The principal details an intention to further track trends over time with triangulation of LOA and diagnostic data to develop a deeper understanding of student progress, and to inform strategies for ongoing improvement.



The principal is committed to quality curriculum planning and delivery to support student improvement in learning.

Curriculum meetings are held fortnightly between the principal and the second teacher to discuss student data and plan for curriculum units. A school template for unit planning includes an overview of assessment tasks, assessable elements of the achievement standard, explicit links to literacy, differentiation, and sequence of delivery. The principal indicates the unit planning template is new and that regular discussions are occurring to review the effectiveness of the process for implementing curriculum units. The principal expresses a desire to build consistency in the implementation of unit planning processes and acknowledges that Quality Assurance (QA) processes are yet to extend to units planned and delivered by specialist teachers.

Moderation practices are developed and implemented within the local cluster of small schools.

The cluster of small school principals has collaboratively developed a plan for the implementation of a four-phase moderation cycle including 'before, after, after, end' moderation. To date, the cluster has implemented the before phase of moderation and is yet to progress to the other phases. The before moderation and modification of tasks are quality assured by the Principal Advisor – Teaching and Learning (PATL). The principal identifies the implementation of all four phases of the moderation plan as a future priority within the school and small school cluster.

The principal is committed to building the capability of staff members to enact pedagogical approaches that drive the EIA and improve student outcomes.

The principal and PATL provide opportunities for staff members to build their skills in the teaching and learning of reading. They provide PD sessions at the school for the teaching team in modelled, shared and guided reading. Additionally, they have focused on the elements of reading in the 'Big 6' including vocabulary, oral language, phonics and phonological awareness. The principal identifies a future intention to engage with professional learning through the modelling of practice by the PATL in reading instruction. Staff members express appreciation for the principal's willingness to model teaching practices aligned to the EIA for staff members to observe and reflect upon. The principal expresses a desire to further develop staff knowledge and skills in the implementation of the agreed pedagogical approaches.

Staff members express appreciation for the strong culture of collegiality and trust.

Staff work together collaboratively to discuss and plan for school improvement and to support student needs. The principal is recognised by staff as an effective and caring leader who respects the perspectives of others. Members of the team indicate that they value the cohesiveness and comradery of the team under the leadership of the principal. Each member expresses appreciation for their colleagues' expertise and preparedness to share responsibility for students' learning. Staff members indicate that they enjoy their work and feel a sense of pride in being a member of the school team.



Strong community partnerships enhance the learning and wellbeing of students.

Under the leadership of the principal, a diverse range of partnerships is strategically developed and sustained. Close relationships with families, members of the community, support agencies, local schools, and regional support personnel are adding value to the school. Community members speak of the school with pride and comment on intergenerational connections to the school. The committed and successful Parents and Citizens' Association (P&C) has membership primarily consisting of community members who, though no longer having children within the school, retain a sense of responsibility and commitment to the ongoing success of the school.



2.2 Key improvement strategies

Develop an action plan for the enactment of the EIA that includes strategies, accountabilities for implementation and aligned capability development.

Develop processes for rigorous analysis of LOA data including triangulation of formative and summative data sets to develop deep understanding of student progress to inform strategies for ongoing improvement.

Refine and embed processes for unit planning and implementation that includes QA across all learning areas.

Embed current moderation practices, extending to include four-phase moderation, internal and external to the school.

Develop staff capability to implement the agreed pedagogical approaches to enhance consistency of teaching and learning practice.