School Improvement Unit
Report

Canungra State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Canungra State School from 5 to 7 May 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: | Christie Street, Canungra |
| Education region: | South East region |
| The school opened in: | 1889 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 340 |
| Indigenous enrolments: | 6 per cent |
| Students with disability enrolments: | 3 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1008 |
| Year principal appointed: | 2016 |
| Number of teachers: | 18.6 (full-time equivalent) |
| Nearby schools: | Beechmont State School, Tamborine State High School |
| Significant community partnerships: | Canungra Foodworks, Village Garden Project |
| Unique school programs: | Green team |
1.3 Review methodology

The review was conducted by a team of three 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 three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy principal
  - Curriculum coordinator
  - 18 classroom teachers and specialists
  - Seven teacher aides
  - Business Services Manager (BSM)
  - Administration officer
  - 64 students
  - 14 parents
  - Parents and Citizens’ Association (P&C) president
  - Tuckshop convenor
  - Guidance officer
  - Speech language pathologist
  - Two ancillary staff members
  - Outside School Hours Care (OSHC) officer
  - Scenic Rim Regional Councillor, Virginia West
  - Canungra Creche and Kindergarten (C&K) representative
  - Canungra Green Team representative
1.4 Review team

Andrew Helton  Internal reviewer, SIU (review chair)
Jenny Hart    Internal reviewer, SIU
Jim Horton    External reviewer
2. Executive summary

2.1 Key findings

- The school promotes and maintains high expectations for students’ learning and behaviour and presents an orderly and welcoming environment.

  The tone of the school is calm, positive and friendly. There is mutual respect shown between staff members and students. The staff members exhibit a caring approach to the students.

  Parents and community members hold the school, its leadership team and staff members in high esteem. The school receives extensive community support and is regarded by many as a community hub that provides a country school atmosphere.

- The school actively seeks ways to enhance student learning and wellbeing.

  A range of informal partnerships have been established with parents, families, local businesses and community organisations. The Parents and Citizens’ Association (P&C) has elected a new executive. They are keen to assist the principal in meeting the school’s priorities.

- The classrooms and the school grounds provide an attractive and stimulating physical environment.

  The school provides local context to learning via the development of physical resources within the school grounds. The Green Team works with class groups at the creek area and nature trails to provide engaging learning activities.

- The school is placing renewed emphasis on its motto 'Aim High' by relating it to learning activities.

  A range of academic and behavioural achievements is acknowledged through the Student of the Week and other awards that are shared with the community through the school newsletter. Links with community businesses and groups provide tangible rewards for students. It has also expanded its student behaviour expectations to: Be a Safe Learner, Be a Respectful Learner, Be a Responsible Learner.

- The school has a plan for curriculum delivery which provides classroom teachers with year level curriculum overviews.

  Some units of work are delivered through Curriculum into the Classroom (C2C) resources. Staff members conduct informal discussions regarding the adaption of the C2C resource units and assessment tasks. The process for quality assuring these adapted units and assessment tasks is yet to be developed.
• The school leadership team is explicit regarding its desire to see effective teaching occurring throughout the school.

A documented pedagogical framework that references the Dimensions of Learning Ownership is developed. Understanding or implementation of this framework in the school to support teacher pedagogy is developing.

• School leaders encourage teachers to tailor their teaching to student needs and readiness.

Teaching staff are using data to identify starting points for learning. A range of support personnel provide in-class and withdrawal support for identified students requiring additional learning assistance. The way in which the additional human resources are used varies across the school.

• The school leadership team clearly articulate their belief that collection and analysis of student data is critical to the implementation of the school’s improvement agenda.

A school-wide data collection plan is documented. The school acknowledges that this plan requires review. Arrangements have been put in place for the analysis of school-wide data. Staff members report the need for further training and development to build their capacity in data literacy.

• The leadership team and staff members demonstrate a strong commitment to their main objective of school improvement and the success of every student.

There is evidence of a school-wide commitment to improve current student outcomes. Staff members articulate a readiness to embrace the new direction of the school. Roles and responsibilities of members of the leadership team and support teachers are yet to be fully clarified and aligned with the school’s improvement agenda.

• The leadership team is developing strategies to assist teachers to continue to develop and share how students learn and how data is used to support interventions.

Teachers work together to reflect upon practice and planning. The curriculum coordinator is providing literacy coaching. Teachers appreciate the opportunity to be supported by the coach to improve their pedagogical practice. A planned process for teaching staff to collaborate and spend time in each other’s classrooms, have coaching or visit cluster schools is yet to be established.
2.2 Key improvement strategies

- Engage with regional personnel to review the whole-school curriculum plan collaboratively to ensure the mandated Australian Curriculum (AC) is planned, taught and assessed.

- Collaboratively review the pedagogical framework to set agreed signature pedagogies and practices including student goal setting and feedback.

- Map all support and intervention programs currently running in the school to determine which suite of programs is aligned with the school’s improvement agenda and student needs.

- Review and refine the school-wide assessment and data collection plan collaboratively to include student outcome data across all curriculum areas.

- Build data literacy skills of staff members to enhance teacher capacity to input, manipulate and interpret data to identify trends.

- Develop clear statements of roles and responsibilities for the leadership team, support teachers and other staff members.

- Collaboratively develop and implement a school-wide coaching and feedback model for classroom teachers.