



School Improvement Unit Report

Carbrook State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Carbrook State School from 6 to 8 October 2015. 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:	Redland Bay Road, Carbrook
Education region:	South East
The school opened in:	1877 (original school) 1987 present site
Year levels:	Prep to Year 6
Current school enrolment:	445
Indigenous enrolments:	8
Students with disability enrolments:	40
Index of Community Socio-Educational Advantage (ICSEA) value:	1039
Year principal appointed:	2009
Number of teachers:	23 Full-time equivalent
Nearby schools:	Shailer Park State School, Shailer Park State High School, Kimberley Park State School, Loganholme State School, Slacks Creek State School
Significant community partnerships:	Griffith University, Literacy Solutions, Bright Horizons Day Care
Unique school programs:	Cheerleading and Dance, Walkers Club, Artist in Residence, Aus Dance.



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 and leadership team
 - 24 class teachers and specialists
 - Nine teacher aides
 - 28 parents
 - Business Services Manager (BSM)
 - 28 Students
 - Two administration officers
 - Parents and Citizens' Association (P&C) president and vice president
 - Cluster principals
 - Early learning centre representatives

1.4 Review team

Lyal Giles	Internal reviewer, SIU (review chair)
Rhonda Jones	Peer reviewer
Paul Herschell	External reviewer



2. Executive summary

2.1 Key findings

- There is an inclusive culture across the school and positive and caring relationships are evident in classrooms and in the playground.

The 'tone' of the school reflects a school-wide commitment to purposeful, successful learning. The staff demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. There is clear evidence that the school works to create an attractive and stimulating environment that supports and encourages learning.

- The school leadership team has developed and is driving a school improvement agenda that has focused on the development of reading over a sustained period of time.

Reading has been a priority and a focus within the school since the beginning of 2009 and has been developed and enhanced across the school. This specific focus has enabled and embedded a strong improvement in the teaching of reading across the school. All staff and parents can clearly identify reading as the major priority within the school. Some staff demonstrate varying levels of familiarity and implementation regarding the full range of improvement agendas.

- School leaders are explicit about their desire to see effective teaching occurring throughout the school.

There is clear evidence that contemporary research underpins much of the work the leadership team has undertaken to explore with staff the most effective teaching practices to improve student learning outcomes. Teachers across the school demonstrate consistency in their teaching and this school-wide practice is highly valued by teachers as they identify the benefits that it provides to student learning. There is evidence that aspects of explicit instruction are used in classrooms. Strategies like *We are learning to (WALT)*, *What I'm looking for (WILF)* and *This is because (TIB)* are being implemented in classrooms. The *I do We do You do* model of teaching is referred to by most teachers. The use of warm ups is used consistently across the school to consolidate student learning.

- Teachers use appropriately selected student achievement data to effectively inform teaching and learning.

The school leaders recognise the essential role that data plays in the whole-school improvement agenda, and prioritise staff meeting time at the end of the year to ensure all teachers have time to analyse and discuss the data about each student in their new class. This process is supporting teachers to develop high levels of data literacy.



- The school is in a transition phase in relation to curriculum planning and delivery.

The school does not currently have an explicit and sequenced whole-school curriculum plan. The school has begun to implement the Guaranteed and Viable Curriculum program in mathematics. They will use the program for planning English in Term 4, ready for implementation in the new year. Teachers report they value this process and believe this will provide them with opportunities to develop and implement a more locally relevant curriculum.

- School leaders see the development of staff into an expert teaching team as central to improving student outcomes.

Some modelling and feedback opportunities have been provided to staff in the area of numeracy and problem solving using Polya's model of See, Plan, Do, Check. Teachers involved in this process identify how effective this was for the improvement of their pedagogy. Currently there is no consistent school-wide feedback and coaching practices provided to all staff.

- The school has highlighted the need, in line with departmental expectations, to place a greater emphasis on student attendance to drive improvement of student outcomes.

Through the analysis of data the school has identified the need to include a focus on improving the attendance rate of students across the school. The school has established an attendance target of 96 per cent of the school year and has implemented strategies to focus on attendance within all classrooms, on parade and through the school newsletter.

- The leadership team commits staff to plan for differentiated teaching as a whole of school strategy to enable all students to progress their learning.

There is strong evidence that the needs of students requiring additional support are being well catered for within the classroom setting. Some teachers are exploring differentiated teaching and learning for students requiring extension. Teachers identify the opportunity to develop their skills further to cater for the full range of students within the classroom, particularly high achieving students.



2.2 Key improvement strategies

- Review the school improvement agenda to further narrow and sharpen the agenda to allow for the consolidation of the current improvement strategies.
- Develop a research-based formal coaching and mentoring program which provides specific feedback to teaching staff directly aligned to the implementation of new initiatives and strategies to allow consistent implementation and deep knowledge of these skills.
- Explore and identify specific strategies that promote the importance of consistent high levels of school attendance within the community.
- Provide professional learning opportunities for teachers to develop skills and knowledge around practical classroom teaching strategies to provide in class differentiated teaching and learning that engages and challenges the more able learners.
- Develop a whole-school curriculum plan across all curriculum areas which is clearly aligned to the Australian curriculum. Build opportunities for broad input, to enable the delivery of a locally responsive curriculum for students.