



# School Improvement Unit Report

## **Craigslea State School Executive Summary**

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Craigslea State School from 27 to 29 July, 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

<b>Location:</b>	Hamilton Road, Chermside West
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1972
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	564
<b>Indigenous enrolments:</b>	4.8 per cent
<b>Students with disability enrolments:</b>	8.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1060
<b>Year principal appointed:</b>	2006
<b>Number of teachers:</b>	23
<b>Nearby schools:</b>	Craigslea State High School, Aspley State School, Aspley East State School, Bald Hills State School
<b>Significant community partnerships:</b>	Prince Charles Hospital, two women's shelters
<b>Unique school programs:</b>	Sensitivity unit, Student Leadership Program, Rock and Water Program



### 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/Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and Deputy Principal
  - Head of Curriculum (HOC) and Head of Special Education Services (HOSES)
  - Parents and Citizens' (P&C) Association president and School Council chair
  - Local Member of Parliament
  - Local Councillor
  - Business Services Manager (BSM)
  - 31 teachers
  - 24 students
  - Ten teacher aides
  - Assistant Regional Director

### 1.4 Review team

- |                  |                                       |
|------------------|---------------------------------------|
| • Peter Doyle    | Internal reviewer, SIU (review chair) |
| • Tracy Egan     | Peer reviewer                         |
| • Paul Herschell | External reviewer                     |



## 2. Executive summary

### 2.1 Key findings

- The school is calm, orderly, positive and caters for the full range of students in an inclusive and supportive manner.

Students are engaged in purposeful learning and interruptions to teaching time are kept to a minimum. Staff, students and community members are proud of their school. The highly valued Special Education Program (SEP) works effectively to support teachers make tailored, early and sustained interventions for those students requiring additional support.

- The school has an improvement agenda couched in terms of pedagogical framework, academic achievement and School Wide Positive Behaviour Support (SWPBS).

School leaders have a commitment to a range of improvement strategies. Given the wide range of strategies, the process of fully embedding the improvement agenda has yet to occur.

- The school has a whole-school plan for curriculum delivery.

The whole-school curriculum plan ensures consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels. The extent, to which there is rigorous quality assurance of the whole-school curriculum plan, is less evident.

- All teachers value the opportunity to share quality practices and build capacity through regular team meetings.

The school leadership team promotes collaboration as an embedded school practice. A systematic approach to coaching, mentoring and feedback is not yet developed.

- Teachers are encouraged and supported to monitor the progress of individuals and differentiate learning for a range of students.

Teachers adjust their teaching in response to the progress that individuals are making, although this is less-evident school-wide for high achieving students.

- The leadership team recognises that consistency in delivering quality teaching practices is critical to improving student outcomes.

The school has a well-established pedagogical framework which focuses on higher order thinking, cooperative student learning, high quality feedback and effective digital pedagogy. The Annual Implementation Plan details a focus on teaching methods to improve reading, writing and maths. A range of commercial programs to support literacy are used consistently within year levels, but not across the whole school, with different year levels utilising different approaches.



- Teachers encourage and assist students to monitor their own learning and to set goals for future learning.

Regular data on the achievements, progress, strengths and weaknesses of individual students are used in most classrooms to make judgements about individual needs, identify appropriate starting points for teaching and to personalise teaching and learning activities.



## 2.2 Key improvement strategies

- Revisit the school improvement agenda to ensure that a sharp and narrow focus is known by all staff and community members and is clearly and regularly communicated to all stakeholders.
- Establish quality assurance processes within the whole-school and year-level curriculum planning process to ensure alignment with the Australian Curriculum. Build opportunities for broad input to enable the delivery of a locally responsive curriculum for students.
- Build and implement a systematic approach to developing teacher capacity through high quality professional development, coaching, mentoring and feedback.
- Develop a whole-school approach to identifying and providing additional support for the learning needs of high achieving students, including strategies to build teacher capacity to differentiate for these students.
- Ensure the pedagogical framework incorporates a consistent approach to teaching reading, writing and maths, which recognises age appropriate pedagogy but ensures a consistency of teaching practice, across the school.