

Cambooya 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 School Improvement Unit (SIU) at **Cambooya State School** from **5 to 7 March 2019**.

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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Stephen Bobby	Internal reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	Harrow Street, Cambooya
Education region:	Darling Downs South West Region
Year opened:	1882
Year levels:	Prep to Year 6
Enrolment:	176
Indigenous enrolment percentage:	13.6 per cent
Students with disability enrolment percentage:	6.25 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	972
Year principal appointed:	2017
Day 8 Staffing teacher full-time equivalent (FTE):	10.83
Significant partner schools:	<p>Local small schools 'Inferno Group': Ramsay State School, Vale View State School, Wyreema State School, Wellcamp State School</p> <p>Southernvale Cluster: Inferno schools and Harristown State High School, Harristown State School, Darling Heights State School, Glenvale State School, Drayton State School, Bunkers Hill State School, Toowoomba West Special School, Clifford Park Special School</p> <p>Harristown State High School, Clifton State High School.</p>
Significant community partnerships:	Cambooya Kindergarten, Cambooya Australian Day committee, Toowoomba Regional Council, Cambooya Post Office
Significant school programs:	Positive Behaviour for Learning (PBL), Levelled Literacy Intervention (LLI)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Special Education Teacher (SET), guidance officer, Business Manager (BM), 11 teachers, six teacher aides, groundsman, cleaner, 41 students and 32 parents.

Community and business groups:

- Parents and Citizens' Association (P&C), Camp Australia and Toowoomba Regional Council Community Development Officer.

Partner schools and other educational providers:

- Principal of Wyreema State School, principal Vale View State School, principal Clifton State High School and principal Harristown State High School.

Government and departmental representatives:

- Deputy Mayor of Toowoomba Regional Council, State Member for Condamine and ARD.

1.4 Supporting documentary evidence

School newsletters and website	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015- 2019
School Opinion Survey	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
School data plan	Curriculum planning documents
School improvement targets	Annual Implementation Plan 2018 and 2019
Headline Indicators (Semester 2, 2018 release)	School based curriculum, assessment and reporting framework
Responsible Behaviour Plan for Students 2015	



2. Executive summary

2.1 Key findings

The school is highly regarded within the local community.

Parents and students express great pride in the school. High levels of confidence are apparent with strong traditions underpinning positive relationships with the community. The school is highly regarded by staff members, students and parents. The school proactively seeks ways to enhance student learning and wellbeing by informally and formally partnering with parents, families, local businesses and community organisations.

Staff members have developed and support an inclusive culture at the school.

The school places a high priority on ensuring that classroom teachers identify and address the learning needs of all students. Teachers have a clear understanding and ownership of their responsibility for curriculum planning and delivery to the full range of students within their classroom. Tailored, early and sustained interventions are established for students identified as requiring additional support. Teachers and parents acknowledge that a noted strength of the school is staff knowledge of each student's individual strengths, characteristics and areas for improvement.

The school team is committed to providing a quality education for all students.

There is strong buy-in from the teaching team to implementing the range of elements of the Explicit Improvement Agenda (EIA). The leadership team acknowledges continued monitoring of practices relating to the EIA will foster a strong consistency of practice, understanding of issues relating to effective implementation and enable appropriate levels of support.

The principal views the development of staff members into an expert teaching team as central to improving outcomes for students.

Teachers articulate a degree of confidence in their teaching skills. The 2019 Annual Implementation Plan (AIP) lists a key priority to develop and implement an instructional coaching program to provide on-site, work-based capability development relevant to current professional practice. Teaching staff members express that the school has at times implemented processes involving walkthroughs, coaching and feedback. A long-term strategic approach that identifies a formalised set of agreed processes and engages all teachers, enables observation, teacher feedback and coaching is yet to be established.



The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations.

The plan provides a reference for monitoring learning across the year levels. Members of the leadership team have commenced co-planning and identify co-teaching and co-assessing with teachers as the next step. Teachers value this opportunity and identify this strategy as supporting the development of their knowledge to plan for and understand the Australian Curriculum (AC). Leaders acknowledge the willingness of teachers to be involved in this process.

School leaders endeavour to utilise the available human and physical resources to meet student needs and provide the professional resources staff members require to support teaching and learning.

The school's leadership team recognises the need to act as instructional leaders in the school to assist teachers to grow their skills in identified focus areas. The principal acknowledges the need to provide resource allocations to build a culture of intentional collaboration and teamwork focused on improving the capability of teachers to effectively implement the EIA in collaboration with school leaders.

The principal views reliable and timely student data as essential to the school's improvement agenda, and important to improving student learning outcomes.

The principal acknowledges the importance of teachers engaging in regular data discussions to deeply analyse student learning and inform teaching practices. Planning for in-depth discussions regarding teaching practices, trend data or tracking data over time has been factored into the 2019 whole-school term plans. These coordinated data planning meetings between teachers and key personnel are yet to be undertaken.

A culture of staff collegiality is apparent throughout the school.

A high priority is given by the principal and staff to building and maintaining positive and caring relationships between staff, students and parents. The school promotes a learning environment for all students that is safe, respectful, tolerant and inclusive. Staff morale is high. Teachers provide each other with professional support and share curriculum and assessment planning, resources and ideas to support their teaching.

A positive and active working relationship exists between the Parent and Citizens' Association (P&C) and the school leadership team.

The P&C is supportive of the school directions being established, and the members of the P&C promote the school in the local and wider community. The P&C takes an active interest in the priorities of the school. The association supports the school through a range of fundraising activities. They employ the catchcry of '*just one thing*' to engage all families in assisting with the many fundraising events throughout the year. Families are responsive to assisting the P&C, and fundraising events are well supported by local families and the broader community.



2.2 Key improvement strategies

Collaborate with teachers to define the agreed non-negotiable practices relating to the EIA and what this looks like in their classrooms, and regularly monitor implementation to promote consistency of practice.

Promote a culture of continuous professional improvement through regular coaching and mentoring, and observation and feedback opportunities.

Continue to develop co-planning leading to co-teaching and co-assessing opportunities to further develop teacher understanding of the AC.

Allocate resources to build a culture of intentional collaboration and teamwork focused on improving the capability of leaders and teachers to effectively implement the EIA.

Provide time for in-depth staff discussions of systemic and school-based achievement data and of strategies for continuous improvement of student outcomes.