

Cardwell State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Cardwell State School** from **21 to 23 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

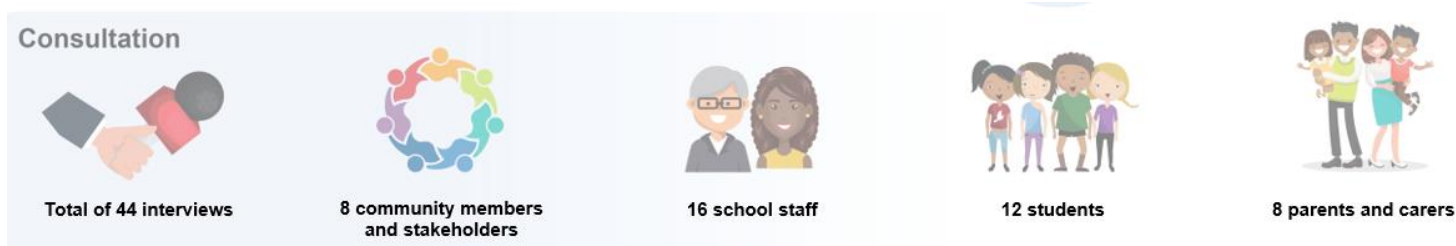
Darren Sengstock

Internal Reviewer, SRR (review chair)

Bek Pickford

Peer Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the First Nations People the Girramay people of the Girramay language region.
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	80
Indigenous enrolment percentage:	21.8%
Students with disability percentage:	11.54%
Index of Community Socio-Educational Advantage (ICSEA) value:	905

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **13 to 14 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 853 and the school enrolment was 94 with an Indigenous enrolment of 43% and a student with disability enrolment of 7%.

The key improvement strategies recommended in the review are listed below.

- Use an inquiry and data analysis process to collaboratively develop the next school strategic plan that clearly communicates to all stakeholders a future school focus with precision of the Explicit Improvement Agenda (EIA). (Domain 1)
- Collaboratively review and refine the pedagogical framework to ensure school documentation reflects the agreed practices and pedagogical beliefs enacted at the school. (Domain 8)
- Build an observation, coaching and feedback culture, involving all staff, to provide timely support and advice on classroom pedagogical practices in the priority areas, and in areas for individual development and consistency across the school. (Domain 8)
- Collaboratively review the whole-school assessment plan to strengthen alignment to the EIA that includes clear intent and purpose for data collection and use. (Domain 2)
- Provide staff with time and expertise to collaboratively refine the whole-school curriculum and assessment plan that includes all elements of the Australian Curriculum (AC), including the general capabilities and cross-curriculum priorities that will further engage and challenge the full range of students. (Domain 6)

2. Executive summary

2.1 Key affirmations

Staff display high levels of professional energy and commitment towards their work.

Students, staff, parents and community members speak highly of the school and its reputation in the wider community. Staff and parents express a high level of confidence and trust in the school leadership. Staff and members of the Parents and Citizens' Association (P&C) articulate that an atmosphere of caring and belonging is cultivated throughout the school. A school-wide commitment to purposeful and successful learning, student wellbeing and positive behaviour for learning is apparent. Students express positive attitudes towards the school, its culture and their learning.

The principal is co-designing initiatives to increase outcomes for First Nations students.

The principal has engaged with First Nations students, families, communities and other state government departments to co-design initiatives that aim to increase outcomes for Aboriginal students and Torres Strait Islander students. They have taken authentic steps to create genuine connections to local land, history, language and stories. The principal is implementing local first nations language through the Girringun Junior Rangers Program for students in Years 5 and 6 that involves Traditional Owners and a language advisory group.

A high priority is given to the analysis and discussion of student data.

A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes including academic, behaviour and wellbeing. Analysis of school-based data sets indicates positive trends and successes in the early years cohort, which are acknowledged and celebrated by staff. Input and feedback from students is collected during lessons and used on visual learning walls to enable and celebrate learning. Most staff identify and demonstrate that they use A–E Levels of Achievement (LOA) through some aspects of the moderation process. Staff talk positively regarding their use of pre-moderation data to inform planning.

Effective implementation of Promoting Literacy Development (PLD) supports student reading achievement.

The implementation of PLD across the early years exemplifies a sustained systematic approach to PD over time. Many teachers have a strong understanding of the teaching of Structured Synthetic Phonics and are confident implementing it within their classrooms. Reading groups are structured using PLD data, allowing students to work at their ability levels. Staff speak optimistically of the impact PLD is having on student reading achievement in the early years.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively develop with staff, measurable student outcomes, targets and milestones for each AIP priority to enable staff to systematically evaluate the effectiveness of Annual Implementation Plan (AIP) actions in producing desired improvements in student outcomes.

Domain 7: Differentiated teaching and learning

Prioritise the inclusion of teachers, specialists and leaders in the full cycle of curriculum planning, teaching, assessing and reporting to identify and record differentiation for students, including high-achieving students.

Domain 6: Systematic curriculum delivery

Develop early juncture moderation processes, including the use of student work samples during the implementation of units, to create teaching sequences that maximise student access to the AC.

Domain 8: Effective pedagogical practices

Initiate the remaining 'Assessment Waterfall' strategies and align them to the achievement standards of the AC to build assessment literate learners and higher order thinking skills.

Domain 3: A culture that promotes learning

Develop opportunities to facilitate positive, collaborate and collegial networks with staff from other local small schools to promote student learning, engagement and wellbeing.