

# Capella 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 School and Region Reviews (SRR) at **Capella State School** from **30 August to 1 September 2022**.

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.

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

### 1.1 Review team

Louise Wilkinson	Internal reviewer, SRR review chair
Kirsten Clements	Peer reviewer
Robert Lee	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Wangan and Jagalingou
<b>Location:</b>	Huntley Street, Capella
<b>Education region:</b>	Central Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	180
<b>Indigenous enrolment percentage:</b>	16 per cent
<b>Students with disability percentage:</b>	13 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	944
<b>Year principal appointed:</b>	2019



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal; Head of Department – Curriculum (HOD-C); Business Manager (BM); inclusion teacher; 10 teachers; two supply teachers; preservice teacher; seven teacher aides; four cleaners; trainee teacher aide; Parents and Citizens' Association (P&C) president, vice president, treasurer and two members; 13 parents and 88 students.

Community and business groups:

- Honeywell Consulting project manager, Capella Community Support Officer and Capella, Tieri, Middlemount Community Support Network Inc. (aka CTM links).

Partner schools and other educational providers:

- Capella State High School principal, Information Technology (IT) assistant and Head of Senior Schooling, Northern Coalfields Special Education Cluster Head of Special Education Services and Capella C&K Early Childhood Centre director.

Government and departmental representatives:

- Central Highlands Regional Council youth development officer, Central Highlands Regional Council Mayor, Coach, Central Queensland Region Early Childhood Education and Care (ECEC) coach, Central Queensland Region senior guidance officer and ARD.



## 2. Executive summary

### 2.1 Key findings

#### **School leaders work together to apply human, financial and physical resources in a targeted way to respond to local needs.**

All teachers have access to large airy double classroom spaces with the flexibility for whole-class, small group and individual learning. In recent years, school infrastructure has received high-quality refurbishment and two major works projects are planned for completion later this year. Projects include a new administration building and a large hall for shared use with the community. This is made possible through efforts of school leaders in partnership with the Parents and Citizens' Association (P&C) who make a significant financial contribution. Many staff, parents and students express appreciation for this work.

#### **The school community works to create a nurturing learning environment that supports every to student succeed.**

A collective commitment to improving the learning culture of the school with a strong student-centred ethos is apparent. Staff members articulate genuine care for their students, who identify their teachers as one of the best things about the school. Staff members speak appreciatively of the support and collegiality of their teams. There is a focus on embedding common and consistent student, classroom and whole-school behaviour management practices and processes based on the principles of Positive Behaviour for Learning (PBL).

#### **A number of staff members demonstrate expertise and aspire to be leaders.**

The principal sets high expectations for all staff members to enact the Explicit Improvement Agenda (EIA). The leadership team is comprised of the principal, Head of Department – Curriculum (HOD-C) and Business Manager (BM). An inclusion teacher and a senior teacher are part of the wider leadership group. A whole-school organisational structure that defines roles and accountabilities of key staff to support the EIA and school operations is yet to be established. The application of coaching and feedback to further build instructional leadership for key staff members as a team is under consideration by school leaders as a next step.

#### **Staff members are committed to the school, their students and the continuous improvement of their teaching practice.**

School leaders and staff members acknowledge the importance of high expectations. The school has a documented collegial engagement framework in which schedules for meetings are identified in advance. At staff meetings, the principal regularly outlines school expectations, programs and some strategies linked to the EIA. Some staff members articulate a desire to include a wider collaborative focus to enhance their input into directional shifts at the planning stage of implementation of new approaches and/or expectations. Some staff express a desire to strengthen collegiality and collaboration across all areas of the school.





**Staff members express a collective commitment to improving the learning culture with students at the centre.**

The school's universal expectations for students are reflected through the school rules of '*Be a Learner, Be Respectful, Be Responsible and Be Safe*'. The 2021 School Opinion Survey (SOS) indicates that parents, staff and students feel that 'The expectations and rules are clear at this/my school'. The PBL committee and other staff members express a desire to progress PBL as the whole-school approach to managing student behaviour. Staff and community members identify the need to further enact strategies and approaches that facilitate respectful and inclusive practices for all students.

**The school has a documented curriculum delivery plan implementing the Australian Curriculum (AC).**

Curriculum delivery is represented as three levels of planning aligned with systemic requirements of the P-12 curriculum assessment and reporting framework (P-12 CARF) and informed by Curriculum into the Classroom (C2C) and P-6 Curriculum Planning Model (P-6CPM) resources. The staged implementation of Version 9 of the AC is identified by school leaders as a significant factor to be considered as the school moves into its next strategic planning cycle. They express agreement that this and future enrolment trends provide opportunities to reconsider configurations of class structures and curriculum delivery. School leaders recognise the need to future-proof students' curriculum entitlement across their primary years of schooling in response to fluctuating enrolment trends and to enhance student engagement.

**Teachers provide a welcoming learning environment whereby students are encouraged to learn to work cooperatively.**

The implementation of learning walls in every classroom visibly supports what students need to know and be able to do. Students outline referring to learning walls which assist them to take responsibility for their own learning and to set learning goals. Many learning walls are co-constructed by students and teachers and feature marking guides and success criteria. These provide opportunities for teachers to engage students in discussions regarding their learning. Teachers comment that learning walls enable them to reflect on their next steps for teaching and to check for progress and understanding.

**A unique whole-school approach to engage students in learning through a variety of weekly curriculum activities is apparent.**

The principal, supported by staff members, facilitates a student choice-driven program on Wednesday afternoons known as 'Curriculum Focus!' that incorporates cross-curriculum priorities and general capabilities of the AC for all students. Prep to Year 5 students remain at school and Year 6 students travel to the local secondary school to participate in their 'Enhance' program. Many students describe the activities as fun and they enjoy learning with their friends. School leaders at both campuses acknowledge this assists the transition from Year 6 to secondary school.



## 2.2 Key improvement strategies

Further build instructional leadership capabilities of current and emerging school leaders as a team with defined roles and accountabilities through coaching and feedback.

Deepen the impact of the collegial engagement framework to collaboratively establish agreed ways of working and strengthen staff collegiality and collaboration across all areas of the school.

Progress PBL processes and practices, with regional support, to be embedded as the whole-school approach to managing student behaviour.

Collaboratively review the school's curriculum delivery plan to ensure vertical alignment in response to changing class structures, fluctuating enrolment trends, teacher workload and student engagement.