



School Improvement Unit Report

Cameron Downs State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Cameron Downs State School from 19 to 20 May 2016. 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:	Hughenden-Muttaburra Road Tangorin
Education region:	North Queensland Region
The school opened in:	1967
Year levels:	Prep to Year 6
Current school enrolment:	6
Indigenous enrolments:	nil
Students with disability enrolments:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	None listed
Year principal appointed:	2015
Number of teachers:	1.41 (full-time equivalent)
Nearby schools:	Hughenden State School
Significant community partnerships:	Playgroup Qld, Dalrymple Alliance, Uniting Care, Royal Flying Doctor Service, Hughenden Community Health
Significant school programs:	eKindy



1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Classroom teacher
 - Teacher aide
 - Seven parents
 - Six students
 - Chaplain
 - Parents and Citizens' Association (P&C) executive-president, secretary and treasurer
 - eKindy facilitator

1.4 Review team

Andrew Helton	Internal reviewer, SIU (review chair)
Jenny Hart	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- This small school is a friendly, welcoming community that has established a culture of people who help each other, pool resources and cooperate for the benefit of students, staff and families.

The school promotes and maintains high expectations for student learning and has a focus on each student's personal learning journey. Classrooms are calm with observable student engagement apparent.

- A strong commitment to student learning is demonstrated.

Mutually respectful, positive and caring relationships across the school community are a feature of the school. Families are viewed as integral partners in student learning and school life.

- The principal is an instructional leader who links with the closest school to provide opportunities for teaching staff and teacher aides to learn from other professionals.

This professional team of able teaching staff take on a range of roles within this small school setting. All members of the teaching team are committed to continuous improvement to improve student learning.

- Community members have worked extensively with staff members

A committee has been established to follow the process for the Quadrennial School Review (QSR). A number of meetings have been held to define and develop the next stage of the strategic planning process.

- Professional Development (PD) expands staff members' skills in the analysis and interpretation of data.

The principal has analysed the school performance data over a period of time and is aware of school trends that are possible within the small student cohort. The principal views reliable and timely school data as essential to the effective leadership of the school. Teaching staff indicate a need to strengthen their PD in using OneSchool applications.

- The school has a sequenced whole-school curriculum plan for its multi-age class.

The Curriculum into the Classroom (C2C) resource delivers the Australian Curriculum (AC). Classroom displays support the systematic delivery of curriculum. Classroom programs use elements of the Big 6 reading and comprehension strategies to develop reading skills. A whole-school reading framework is yet to be documented.



- The school is located within the boundaries of a large rural property and has met the challenge of creating a stimulating environment within an isolated setting.

The buildings and grounds are well maintained and provide flexible outdoor learning and play spaces for students. There are limited classroom and indoor learning spaces. The principal is aware that the current facilities will be stretched in the future with increased prep enrolment and the continuation of the eKindy program. A facilities plan in consultation with community members is yet to be developed.

- The school is the hub of the Cameron Downs community.

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, educational institutions and a range of community groups. The Parents and Citizens Association (P&C) proactively support the school to achieve learning outcomes for students.



2.2 Key improvement strategies

- Complete the QSR to identify the key improvement priorities and strategies required for the further development of the school.
- Engage with regional personnel to build teachers' capacity in the storage, analysis and interpretation of data.
- Document a school reading framework
- Collaboratively develop a maintenance and facilities plan for the school.