

# Taabinga State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Taabinga State School** from **1 to 3 April 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.

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

### 1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Gary Lynn	Peer reviewer
Shelley Dole	External reviewer



## 1.2 School context

<b>Location:</b>	Rae Street, Kingaroy
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1897
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	373
<b>Indigenous enrolment percentage:</b>	10.4 per cent
<b>Students with disability enrolment percentage:</b>	5.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	952
<b>Year principal appointed:</b>	April 2018
<b>Day 8 Staffing teacher full-time equivalent (FTE):</b>	22.6
<b>Significant partner schools:</b>	Kingaroy State School, Kingaroy State High School
<b>Significant community partnerships:</b>	South Burnett Community Training Centre Inc (CTC) – Support Services, Child Safety Service Centre
<b>Significant school programs:</b>	Reading Rockets before school reading, after school robotics club, Kidpreneur, Penny's Playroom, Inclusion Playroom, Stronger Brains, ELLA (Early Learning Languages Australia) pilot school, Take Off! Prep transition program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two acting deputy principals – one on leave, Head of Curriculum (HOC) – Student Services, inclusion teacher, Support Teacher Literacy and Numeracy (STLaN), teacher librarian, Speech Language Pathologist (SLP), Business Manager (BM), administration officer, 22 classroom and specialist teachers, seven teacher aides, chaplain, school cleaner, Indigenous Liaison Officer (ILO), 37 parents and 56 students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives, three school council representatives and two South Burnett CTC RENEW Intensive Family Support (IFS) social workers.

Partner schools and other educational providers:

- Director of Crèche and Kindergarten (C&K) Kingaroy Kindergarten Association Inc. and principal of Kingaroy State High School.

Government and departmental representatives:

- Local councillor South Burnett Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 2, 2018)
Headline Indicators (Semester 2, 2018)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	School improvement targets
School data plan	School pedagogical framework
School Opinion Survey	School newsletters and website
Instructional Curriculum Framework	Taabinga Writing Process
Responsible Behaviour Plan for Students	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **The school places a high priority on student and staff wellbeing.**

The school works to maintain a learning environment that is safe, respectful and inclusive, and promotes intellectual rigour. The school has a well-organised, stimulating and spacious physical environment that supports and encourages learning. Staff demonstrate an understanding of the importance of positive and caring relationships to successful learning.

#### **Parents are welcomed into the school and speak highly of the work of staff.**

The school views parents and families as integral members of the school community and partners in student learning. Parents articulate that they feel welcome in the school and find staff approachable, friendly and helpful. Parents express high levels of satisfaction with the information they receive regarding their child's learning. Many parents acknowledge the dedication of staff that is valued within the community.

#### **The principal is working to develop a cohesive team to drive school improvement through the establishment of consistent practices and pedagogy.**

The school leadership team has undergone a number of changes in the past few years with changes to principal leadership and other key personnel. Some staff and community members identify that these changes impact on the consistency of practices across the school. A roles and responsibilities statement that outlines a model of shared leadership to implement school programs and operations has been developed. The principal articulates the current statement of roles and responsibilities for school leaders needs to be enhanced to detail specific accountabilities, key actions and implementation timelines for priority programs being implemented by members of the leadership team.

#### **The school has a current Responsible Behaviour Plan for Students (RBPS) that was reviewed at the start of 2019.**

Positive Behaviour for Learning (PBL) underpins the school's behaviour processes and systems. Reengagement with the PBL process was supported in 2018 by all staff members. Staff express that they regarded this as an opportunity to rejuvenate and refocus the school's approach to increasingly complex behaviour challenges. Staff members articulate that the school is currently reengaging with the PBL framework and most staff indicate that the school is yet to achieve the desired levels of consistent application.

#### **The school's leadership team and teaching staff express a commitment to implementing curriculum relating to learning areas aligned to the AC.**

School context, student numbers and an intentional focus on multi-age education have influenced the class group structures created for 2019. The majority of classes in 2019 are multi-age in nature. This new multi-age context for the school requires teachers to develop curriculum units that cover the content descriptions and achievement standards for a minimum of two year levels. Some teachers indicate confidence at aligning Curriculum into



the Classroom (C2C) units for their year levels. The principal identifies the next step in curriculum development is to map the vertical alignment of the curriculum to ensure students are accessing their entitled curriculum throughout their primary years.

**The leadership team identifies that regular and timely feedback to students regarding their learning is essential to improving student learning outcomes.**

Some teaching staff members provide written and verbal feedback to students. Some feedback aligns with student goals and reading progress whilst other feedback describes effort. The school is yet to develop a process for the consistent provision of regular and timely feedback to students that makes clear what actions they are able to take to make further learning progress. Conversations with students indicate that feedback offered and received, and the understanding of it are variable across classrooms.

**Teachers work to build students' belief in their ability to be successful learners, including the direct relationship between effort and success.**

Some classroom teachers have introduced a process for goal setting in English with their students, allowing them to understand a clearer pathway to higher academic achievement. Some teachers have identified goals for individual student improvement. Encouraging and assisting students to monitor their own learning and to set goals for future learning is yet to be a feature in all classrooms.

**Staff members articulate that this school is a good school at which to work.**

High levels of collegiality and support are apparent amongst staff members, who express a desire to improve their professional practice to achieve whole-school improvement. Teachers continually share teaching ideas and strategies with each other in informal and ad hoc meetings. Staff members are enthusiastic about their job and enjoy coming to school. A culture of continuous professional learning to build teaching expertise is apparent in the school.

**The school is building its reputation as an environmentally aware school.**

The school has Year 6 environmental leaders and strategies employed include recycling of bottles, cans, dental products, post and packaging through TerraCycle. Students periodically sort the recycled materials for delivery to the recycling depot. Students describe the vision of establishing a chicken coop with eggs to be donated to the tuckshop. The chicken coop projects will work in partnership with the Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) to ensure livestock is cared for during school holidays. The environmental leaders are developing a relationship with the new local Bunnings Warehouse store to establish compost practices at the school. The environmental leaders with the assistance of the guiding teacher organised a whole-school event to coincide with Clean Up Australia day. The local councillor and the South Burnett Regional Council are supportive of the school and its environmental practices. The State Member for Nanango and the local councillor have attended the school to participate in the Clean Up Australia initiative.



## 2.2 Key improvement strategies

Enhance the statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all school leaders and ensure these are effectively communicated to, and understood by all staff.

Ensure the whole-school approaches to effectively managing student behaviour are clearly outlined, consistently implemented, supported by all staff and are embedded across the school.

Develop a whole-school overview to map the vertical alignment of the Australian Curriculum (AC) to ensure students are accessing their entitled curriculum throughout the primary years.

Collaboratively develop clear expectations regarding the types of feedback teachers provide to students to enhance their ability to identify actions they are able to take to make further learning progress.

Investigate and implement classroom practices that encourage students to become more self-reflective learners.