Teelba State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Teelba State School** from **10** to **11 June 2021.**

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. This school is prescribed to deliver a kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the elements and standards that make up the seven areas of the National Quality Standard. 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 EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Leah Mullane   Internal reviewer, EIB (review chair)

Murray Branch   Peer reviewer

1.2 School context

Location:	Teelba Road, Teelba	
Education region:	Darling Downs South West Region	
Year levels:	Kindergarten to Year 6	
Enrolment:	17	
Indigenous enrolment percentage:	nil	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	10.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	21.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1094	
Year principal appointed:	2008	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, two teacher aides, Speech Language Pathologist (SLP) and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, treasurer and secretary.

Partner schools and other educational providers:

- The Gums State School principal.

Government and departmental representatives:

- Principal Advisor – Teaching and Learning (PATAL) and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Precision Plan 2021
Investing for Success 2021	Strategic Plan 2018-2021
School improvement targets	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Quality Improvement Plan	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

A strong level of professional commitment by school staff members exists with high levels of professional energy apparent across the school.

A genuinely supportive and collegial environment is apparent between staff members. School staff are committed to improving student outcomes across Kindergarten to Year 6 and work collegially as a team for the continuous improvement of the school. Teacher aides articulate the belief that classroom teachers view them as partners in supporting student learning and wellbeing. Staff members express positivity in regard to the school and indicate the staff team is supportive and committed. The principal is acknowledged by students, staff and parents as a committed leader for the school, who is dedicated to helping all students learn and succeed.

Parents speak highly of the relationships between families, students and staff.

Staff members articulate that through the development of supportive relationships, the school is a welcoming place for staff, students and families. Parents are viewed as valuable partners in student learning and are thankful to the staff for their caring nature. Students at the school are highly engaged through supportive teacher-student relationships. Staff members continually work towards creating a positive, engaging and intellectually challenging environment for all students to learn, succeed and feel supported. Students and staff display an obvious sense of belonging and parents are welcomed at the school.

Staff members are dedicated to providing an engaging environment for students to improve, achieve, and feel supported in their learning and wellbeing.

Staff are united and committed in their agenda for school improvement. The school's precision plan outlines the 2021 Explicit Improvement Agenda (EIA) as the update of the explicit Early Literacy Program (ELP) to reflect current research on reading practice and to extend the ELP to include explicit literacy instruction for all year levels. The plan details actions to address the improvement strategies of researching and implementing a program for decodable reading, Professional Development (PD) in the new program, PD in teaching of reading and fluency, and the collection of data linked to the revised program. Expected outcomes for measurement against baseline data are outlined at six and 12-month junctures. The plan has a clear timeline for each term, with expected evidence of impact and aligned artefacts. Clear and measurable targets for student outcomes, aligned to the precision plan, are yet to be developed.

The principal and teaching team articulate the importance of data in understanding student progress and outcomes.

A range of diagnostic, formative and summative assessment pieces is collected throughout the year to understand students' improvement and needs. Teachers unpack their student data to better understand student progress and current level of understanding. Teachers utilise this data to inform which resources students will use, which rotation groups students

will work in, and the strategies implemented for guided reading practices. Teachers informally discuss this data within the teaching team, and discuss strategies for supporting students. The principal expresses a desire to develop staff capability in the analysis of data through regular, formal discussions.

Teachers have developed a range of pedagogical approaches for utilisation within classrooms.

Staff members describe a range of strategies utilised to support student learning outlined within the school's pedagogical framework. These include the Gradual Release of Responsibility (GRR), learning intentions and success criteria, and co-construction of learning walls. The principal acknowledges the need for collaborative and ongoing review of the school's pedagogical framework to build deeper understanding, create shared ownership and develop consistency of the school's pedagogical practice.

School staff hold the strong belief that quality teaching and learning is key to student success.

The principal models and informally discusses pedagogical practices for the teaching team. The principal engages in informal observation and feedback with some staff in the teaching team. Some members of the teaching team indicate they would value a formal process for coaching, modelling, observation and feedback cycles, with the team collaboratively establishing clear expectations regarding the use of effective teaching strategies.

The principal acknowledges the importance of moderation for Quality Assurance (QA) of school assessment practices.

Moderation practices occur regularly within the school on an informal basis. Teachers continually reflect on curriculum implementation with their co-workers articulated as a 'during' moderation. Teachers informally meet for 'after, after' moderation. This process includes the analysis of student assessments against the marking guide, and reaching a consensus on Level of Achievement (LOA). The principal and Principal Advisor – Teaching and Learning (PATAL) express a desire for the further unpacking of the assessment tasks prior to implementation to ensure alignment between the questions in the task and the marking guide, through the 'before' moderation process.

The school utilises a range of effective and engaging learning walls to help build student understanding across key learning areas.

Learning walls, learning intention and success criteria are embedded as a strong and consistent practice across the school. The learning walls provide students with criteria that outline expectations for LOA standards and the necessary supports to improve their learning. Student work samples are utilised to provide examples of learning towards assessment pieces. Teachers articulate the learning walls are a successful tool for teacher and student reference within lessons. Students express the learning walls are engaging and helpful in developing their understanding of current learning.

The use of student inquiry processes and cycles to support teaching and learning is an embedded practice in the school.

Staff members, parents and students articulate the opportunities offered to enhance student learning experiences through Science, Technology, Engineering and Mathematics (STEM) activities. A 'Genius Hour' engages parents and students in a design project that is student-centred and passion driven. Students choose a 'thick question' and 'thin question' and do the research to design and build an item that is then presented to their family at the end of every term. This program encourages parents and community members to support students to complete their design challenge.

2.2 Key improvement strategies

Develop explicit, incremental, measurable and achievable targets for student outcomes, for alignment within the EIA to regularly measure the impact of implemented strategies and track progress through the EIA.

Provide regular and formal opportunities for rigorous data analysis to triangulate data, review student improvement, inform teaching and learning practices, and build staff capability.

Collaboratively review and refine the school's pedagogical approaches to build deep understanding, create shared ownership, and develop consistency of pedagogical practice.

Provide formal opportunities for ongoing modelling, coaching, observation and feedback practices aligned to the agreed pedagogical approaches.

Extend current moderation processes to the formal implementation of four-phase moderation within and external to the school.