

# Teelba State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Teelba State School** from **11 to 12 October 2017**.

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 consider 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

Lesley Vogan

Internal reviewer, SIU (review chair)

Ian Griffith

Peer reviewer



## 1.2 School context

<b>Location:</b>	Teelba Road, Teelba
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1966
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	24
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1044
<b>Year principal appointed:</b>	2008
<b>Full-time equivalent staff:</b>	2.5 - teaching 1.9 - non-teaching
<b>Significant partner schools:</b>	Tara Cluster Schools
<b>Significant community partnerships:</b>	nil
<b>Significant school programs:</b>	Explicit writing program - in process of being completed, highly effective feedback, Positive Behaviours for Learning (PBL), One-to-One iPad Program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, two teacher aides, administration officer, cleaner, four parents, 22 students and two Parents and Citizens' Association (P&C) representatives.

Community and business groups:

- Local motel proprietor.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Learning Walls
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Responsible Behaviour Plan	Reading Placement
School improvement targets	Draft Writing Plan
School pedagogical framework	Data Walls
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



## 2. Executive summary

### 2.1 Key findings

**Mutually caring and respectful relationships are nurtured and developed between all staff and students.**

These positive relationships support high student attendance and active participation in learning processes. All parents and staff interact in a warm, friendly and respectful manner. The school develops strong supportive partnerships between staff members and parents through regular and open communication.

**The principal has assembled a team of dedicated teachers and teacher aides with a view of long- term tenure at the school.**

Professional and personal support is provided to ensure staff members feel valued and have high levels of job satisfaction. All staff members of the school have formed a strong collegial team based upon mutual respect and care. They all accept responsibility for all students' wellbeing and learning success.

**The principal and teachers promote high expectations for all students' learning.**

They place a high priority on identifying and supporting students' learning needs to progress from their current level. They employ a range of strategies to motivate students to want to learn including students' personal learning goals, quality feedback and progress tracking.

**The school Annual Implementation Plan (AIP) outlines the two priority areas of embedding a highly effective feedback model for students and developing a whole-school approach for the teaching of writing.**

During the course of the year the improvement priorities have not changed. However, the focus for each area has continued to narrow and sharpen as strategies were implemented and timelines were adjusted to allow for deep understanding and consolidation of each component of the priority areas.

**The principal is collecting a wide range of data to support identification of student learning needs, self-reflection of teachers and identification of future strategic directions.**

The principal has developed an assessment schedule that informs which assessment tools are used and when, and is aligned to the regional assessment framework, targets and benchmarks document. The principal has recently reviewed the assessment schedule with the intent to further refine data collection to support the implementation of the improvement agenda.





**All staff members, including the principal, work together on an ongoing learning journey to continually improve student outcomes.**

The principal models all professional learning before the roll out of innovations to other staff members, and has high level skills and confidence in teaching and leading within the small school setting. The principal and teachers access cluster networks to gain collegial support and mentoring.

**Class learning walls display learning intent and high standard work samples for the units of work in the different learning areas.**

Students are able to refer to the walls to confirm the focus and intent of their learning. The walls clearly outline the learning intentions, success criteria and an 'A' example. They are yet to include the standard aligned to a Level of Achievement (LOA), giving students further opportunity to improve the quality of their response.

**The school motto '*Educating and Inspiring Lifelong Learners*' is apparent in the strong improvement agenda established by the principal and supported by all staff members.**

Staff members are focused on improving learning outcomes for students and united in delivering the explicit demands of the school improvement agenda.



## **2.2 Key improvement strategies**

Strengthen school processes to systematically monitor the effectiveness of school programs and initiatives in producing the desired outcomes for improved student learning.

Review the school data schedule to ensure relevance, timeliness and alignment of assessment tools to the school improvement agenda.

Strengthen cluster networks to enable the sharing of innovative practices between principals and teachers of neighbouring schools.

Build on school strategies and learning walls to provide students with criteria that outline expectations for LOA standards and the necessary refinements and inclusions for improved outcome ratings.