

Tambo State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Tambo State School** from **9 to 10 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

John Bosward	Internal reviewer, SIU (review chair)
Jo-Anne Pozzi	Peer reviewer



1.2 School context

Location:	Mitchell Street, Tambo
Education region:	Darling Downs South West Region
Year opened:	1876
Year levels:	Prep to Year 10
Enrolment:	82
Indigenous enrolment percentage:	25.6 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	942
Year principal appointed:	2007
Full-time equivalent staff:	10
Significant partner schools:	nil
Significant community partnerships:	Work experience placements, Tambo Arts Council, Sporting groups including Tambo Cricket Club, Tambo Multipurpose centre, Tambo Sports Club, Community groups including Tambo Stock Show
Significant school programs:	Cogmed, Language Other Than English (LOTE) online, IMPACT, Literacy Pro



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN) / students with disability teacher, eight teachers, seven teacher aides, three parents, Parents and Citizens' Association (P&C) president and seven students.

Community and business groups:

- Officer in charge Tambo Police and Tambo Post Office representative.

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester, 2 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Staff Induction program	Tambo Roles and responsibilities document
Student reports	Tambo State School STEM Strategy
Tambo State School Attendance Policy	Reading Data Conversation Template
Tambo State School Moderation Policy	Tambo State School Reading Program
Putting Faces on the Data case management template	Tambo State School Internal Monitoring Expectations
Parent and Community Engagement Framework	School based curriculum, assessment and reporting framework
Tambo State School Literacy Continuum Student List	Tambo State School Student Support Overview
Tambo State School Mentoring Beginning Teachers Plan	



2. Executive summary

2.1 Key findings

The school offers a welcoming and professional environment, based on high expectations that generate a sense of belonging and pride in the school.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work actively to build partnerships with students, colleagues, parents and the community.

The leadership team is committed to building a professional team of teachers and support staff members across all areas of the school.

There is a whole-school approach, commitment and enthusiasm from all staff members to improve student learning outcomes through building professional capability. Staff members are passionate about their job and feel they have a role in working with the leadership team to continually develop their professional practice for the benefit of all students.

School leaders are committed to continuous improvement of teaching practices throughout the school.

An emerging emphasis on Sharratt's¹ *Putting Faces on the Data* is apparent with the school in the early stages of adopting this work whilst engaging in the regional Leading Learning initiative. Conversations with staff members indicate strong support for these high-yield strategies that are having a positive impact on student learning.

Teaching staff members indicate an openness to work with school leaders in their classrooms.

The principal and Support Teacher Literacy and Numeracy (STLaN) are involved in classroom 'walk and talks' and some classroom observations to support teachers with teaching and learning practices. Curriculum leaders allocate time to model effective guided reading practices. Teachers involved are welcoming of this support. A systematic process to provide timely feedback and advice on classroom practice to all teachers is yet to be implemented.

School leaders articulate a clear vision to analyse and discuss the use of data to drive improvement in student learning outcomes.

Conversations with teachers indicate the use of some data in planning differentiated learning experiences for their students. Some teachers express confidence in their ability to analyse data from assessment tasks and others value the opportunity to work with their peers to discuss student achievement data, to identify the next steps for learning. A deep understanding of the purpose for the full range of data collected is developing across the school.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.



Students, staff members, parents and the wider community acknowledge the school is an inclusive place for all students.

An emerging focus on the design and implementation of an adaption planner is effectively supporting teachers to differentiate Curriculum into the Classroom (C2C) units, focusing on differentiated, targeted and intensive teaching. It is apparent that teachers are at different stages in their capabilities to utilise student achievement data to accurately determine starting points for learning and to consistently cater for the range of student abilities in their classroom teaching practices.

A strong collegial culture of mutual trust and support is apparent amongst staff members and with the school community.

Interactions between staff members, students, parents and families are caring, polite and inclusive. Staff members indicate they feel well supported in their work and speak positively of collegial support to ensure staff wellbeing. Parents are welcome in the school and staff members, students and parents speak highly of the positive culture of the school.



2.2 Key improvement strategies

Embed the school's identified high-yield pedagogical practices to maximise student learning outcomes.

Develop and implement a systematic process involving all teachers to provide timely feedback and advice on classroom practice.

Build teacher data literacy skills to enable deeper understanding of data and the implications for teaching.

Continue to develop and implement processes to support teachers in differentiating for the full range of students in their classroom.