Taroom State School

Executive summary

Acknowledgement of Country

The Department of Education acknowledges the Traditional Owners of the lands across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

The Landscape of Learning is a custom embodied design for the Queensland Department of Education, produced in collaboration through a co-design process with Iscariot Media (IM) in 2022.

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Taroom State School** from **22** to **24 August 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the _National School Improvement Tool_. From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies – the next steps for improvement – to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.

Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Louise Wilkinson	Internal Reviewer, SRR (review chair)
Tim Moes	External Reviewer
Paul Herschell	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 115 interviews | 7 community members and stakeholders | 32 school staff | 53 students | 23 parents and carers

1.4 School context

Indigenous land name:	Iman People
	We acknowledge the shared lands of the Iman nation, people and language region.
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 10
Enrolment:	178
Indigenous enrolment percentage:	10.6%
Students with disability percentage:	16%
Index of Community Socio-Educational Advantage (ICSEA) value:	972

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **26** to **28 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 985 and the school enrolment was 160 with an Indigenous enrolment of 7% and a student with disability enrolment of 4%.

The key improvement strategies recommended in the review are listed below.

- Further refine and clarify the scope of the identified Explicit Improvement Agenda (EIA) to enhance school-wide understanding of, commitment to, and communication of identified priorities. (Domain 1)

- Establish and articulate clear and precise targets and timelines to drive progress, reporting and communication regarding all elements of the EIA. (Domain 1)

- Develop a deliberate approach to intentional collaboration regarding the development of curriculum and staff capabilities. (Domain 5)

- Develop and resource collaborative planning time for teachers, including for moderation, with a focus on deepening understanding and driving collegial engagement with the Australian Curriculum (AC). (Domain 6)

- Develop, communicate and quality assure clear and concise signature pedagogical practices to drive a united and consistent school-wide approach. (Domain 8)

- Clarify expectations and quality assure the implementation of the observation, feedback and coaching policy to achieve consistent school-wide engagement. (Domain 5)

2. Executive summary

2.1 Key affirmations

A collegial, professional culture is based on high expectations for behaviour and academic achievement.

Staff, students and parents describe positive and caring relationships that contribute to a shared sense of ownership, pride and optimism in the school and its community. 'Focus on Learning, Respect and Safety' signage is displayed across the school. Parents acknowledge the care and education provided to their child and the level of professionalism of staff. Students comment that the student version of the Student Code of Conduct provides clear and understandable behaviour expectations.

Staff share a strong commitment to building teaching capability to support students' learning success.

Leaders articulate a high level of commitment to effective teaching and describe how they support teachers to improve their teaching practice. Many members of the teaching team discuss efforts to implement 3 initiatives that enhance teaching and learning across the school: Age-appropriate pedagogies (AAP), Structured Synthetic Phonics through Promoting Literacy Development[1] (PLD), and visible learning as demonstrated on learning walls. Staff and parents describe noticing positive differences in student engagement, literacy development and attitude towards taking responsibility for their learning.

Teachers know their students well, even before they start school.

Leaders and members of the teaching team acknowledge that students develop at different rates. They express a belief that all students can learn with time and the right support. Parents recognise the efforts of staff members to get to know their child, commenting that they do this even before they start at the school. A multi-tiered system of support is employed at the school. Teachers document adjustments for learning, access and participation for students with identified needs.

A warm, friendly and community-oriented atmosphere is apparent.

Leaders and staff discuss how they seek to create a climate of purposeful, respectful teaching and learning with personalised learning environments designed for students' developmental needs. Well-kept grounds and facilities convey school pride. Visitors to the school describe staff as welcoming and friendly. A strong sense of collective efficacy is apparent amongst staff, who indicate a belief that the work they do has a positive impact on student learning and wellbeing outcomes. The Parents and Citizens' Association (P&C) is recognised for their contributions to the school and their active support of connections with the community.

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[1] PLD. (2020). *Resources to improve literacy levels within primary schools*. https://pld-literacy.org/

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Refine the roles and responsibilities of the principal, deputy principal and Head of Department (HOD) to provide clarity of accountabilities to drive the school's improvement agenda and inform strategies designed to strengthen instructional leadership.

Domain 3: A culture that promotes learning

Collaboratively review the whole-school communication strategy to enhance timely and consistent communication of organisational processes and practices within and across the school community.

Domain 6: Systematic curriculum delivery

Strengthen internal moderation processes at the planning stage and at appropriate times throughout the teaching and learning cycle to support teachers to align their pedagogy and assessment to the Australian Curriculum (AC).

Domain 8: Effective pedagogical practices

Develop data-informed systematic processes for leaders to monitor the effectiveness of agreed pedagogical approaches to quality assure their enactment.

Domain 7: Differentiated teaching and learning

Strengthen teachers' capability to use a greater range of differentiated and tailored supports to improve curriculum access for all students.