# Thabeban State School

## Executive Summary

School Improvement Unit

Queensland Government

## Contents

# 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Thabeban State School** from **26** to **28 June 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 Lead Principal 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

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| Sandra Perrett | Internal reviewer, SIU (review chair) |
| Kacey Constantine | Peer reviewer |
| Howard Nielsen | External reviewer |

## 1.2 School context

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| **Location:** | Goodwood Road, Bundaberg |
| **Education region:** | North Coast Region |
| **Year opened:** | 1917 |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 127 |
| **Indigenous enrolment percentage:** | 37 per cent |
| **Students with disability enrolment percentage:** | 7 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 849 |
| **Year principal appointed:** | 2019 – acting |
| **Day 8 staffing teacher full-time equivalent (FTE):** | 8.93 |
| **Significant partner schools:** | Kepnock State High School |
| **Significant community partnerships:** | Paisley Park's Bundaberg Early Learning Centre, Councillor John Learmonth, Councillor Judy Peters, Indigenous Wellbeing Centre (IWC), Blue Care Bundaberg Pioneer Aged Care Facility, Taribelang Cultural Aboriginal Corporation |
| **Significant school programs:** | Cooperation Acceptance Respect Effort (CARE) program, Unlimited, Winter Team Options program, Champions Read, Speech Sound Pics (SSP), Rotary Readers, Blue Care Bundaberg Pioneer Aged Care Facility visits |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, Head of Special Education Services (HOSES), guidance officer, Special Education Program (SEP) teacher, eight teachers, administration officer, Business Manager (BM), six teacher aides, school chaplain, Speech Language Pathologist (SLP), 27 students, 16 parents and school's Indigenous Elder.

Community and business groups:
- President and committee members of the Parents and Citizen's Association (P&C), members of the Taribelang Cultural Aboriginal Corporation, members of the Rotary Readers and diversional therapist from Blue Care Bundaberg Pioneer Aged Care Facility.

Partner schools and other educational providers:
- Principal of Kepnock State High School, principal of Walkervale State School and director of Paisley Park's Bundaberg Early Learning Centre.

Government and departmental representatives:
- Division 9 Councillor for Bundaberg Regional Council, Division 10 Councillor for Bundaberg Regional Council and Lead Principal.

## 1.4 Supporting documentary evidence

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| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| Headline Indicators (April 2019 release) | Strategic Plan 2012-2015 |
| OneSchool | School Data Profile (Semester 1, 2019) |
| School budget overview | School Opinion Survey |
| Reading Program | Curriculum planning documents |
| Three Way Reporting | NAPLAN Action Plan |
| School pedagogical framework | Quality teaching and support plans |
| School data plan | School newsletters and website |
| Responsible Behaviour Plan for Students | Staff Professional Development (PD) Plan 2019 |
| Learning/Teaching Reading at Thabeban State School | Positive Behaviour for Learning (PBL) Team Action Plan 2019 |
| OneNote curriculum, assessment and reporting framework | Assessment, Marking and Reporting Timetable 2019 |

## 2. Executive summary

### 2.1 Key findings

**School staff demonstrate caring relationships with each other and with students in the school.**

The principal is a visible leader and is well supported by staff. All staff believe this is a good school and there is a strong community feel amongst staff members. They are supportive of students and are keen to further improve the quality of teaching and learning. All students and staff have an obvious sense of belonging and connection to the school.

**Student wellbeing processes are being implemented and prioritised.**

A range of personnel, programs and support structures is established to enhance student wellbeing. The school chaplain and a newly appointed Indigenous teacher aide support individual students to engage in various aspects of school life. The school chaplain provides social emotional support through developing positive relationships using the Unlimited program, implementing a lunchtime craft program, and operating a breakfast program that attracts the majority of students twice a week.

**The leadership team is united and committed to improving learning outcomes for all students.**

School staff are a highly dedicated group, with many staff members having worked at the school for more than 10 years. The principal understands the current student population, including their background, needs, interests and achievement levels, in addition to the knowledge and skills of school staff and the recent history of the school. Clarity regarding the roles and responsibilities of the leadership team and staff in leading and implementing the Explicit Improvement Agenda (EIA) and other key improvement priorities is yet to be established.

**A curriculum plan, developed in 2015, outlines to teachers the Curriculum into the Classroom (C2C) units to be taught.**

Teachers currently use the 'straight' year level C2C units and access the digital multi-age Guide to Making Judgements (GTMJ) to assess students from the other year level in the class. Teachers identify that they would appreciate further clarification, particularly in regards to the implementation of a multi-age curriculum. The principal is developing a OneNote curriculum document for all staff to access. A whole-school curriculum plan that includes an overview of what should be taught and assessed for all learning areas, aligned to the Australian Curriculum (AC) version eight, is yet to be developed.
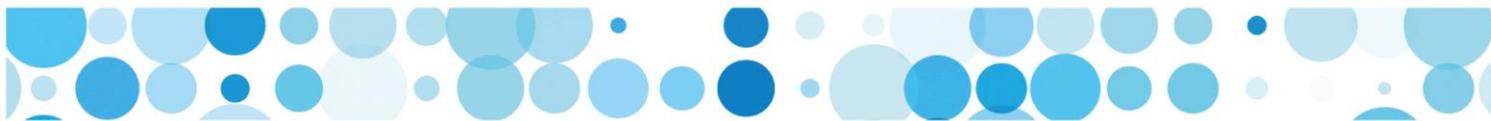
**The school's pedagogical framework is based on Marzano's[1] Art and Science of Teaching (ASoT).**

Establishing and maintaining effective student relationships is a core component of the framework. The leadership team encourages and supports teachers to create a safe learning environment for students. The leadership team and teachers identify some awareness of the existence of the framework. Teachers use a variety of the elements included in the framework. Identification and use of signature practices, from the framework, vary across classrooms. The leadership team proposes a full revision of the framework and its delivery.

**The principal is committed to raising expectations of learning and behaviour across the school.**

The leadership team places a high priority of ensuring teachers are identifying and addressing the learning needs of individual students. Teachers work to engage all students in learning activities in the classroom. Some adjustments are made for students who experience difficulties. The Special Education Program (SEP) teacher works with students with disability. Clear guidelines that provide information regarding all levels of differentiation, including assessment and support processes for all students, are yet to be developed.

**The school implements the Positive Behaviour for Learning (PBL) framework to support student behaviour.**

The school's Responsible Behaviour Plan for Students (RPBS) 2016 outlines school-wide processes for responding to student behaviour. The Cooperation Acceptance Respect Effort (CARE) code of behaviour outlines a set of behaviour expectations and students earn CARE cards for demonstrating cooperation, acceptance, respect and effort. Staff and students identify that a clear understanding of the processes and procedures for managing student behaviour is yet to be achieved school-wide. School-wide clarity and alignment regarding the use of the PBL artefacts is yet to occur.

**The school values cultural difference.**

The principal continues to foster the building of cultural competence across the staff. Highly successful partnerships are established with groups providing services and activities relevant to building Indigenous culture and education. This is complemented by the ongoing voluntary work of an Indigenous Elder to improve learning achievement and school attendance. All students and staff have an obvious sense of belonging and connection to the school.

**The school effectively uses its available physical environment.**

All classrooms are double teaching spaces that are attractive and welcoming. The playgroup has a dedicated space with a range of appropriately sized furniture and equipment. The Health and Physical Education (HPE) teacher has a dedicated classroom space close to the

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[1] Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
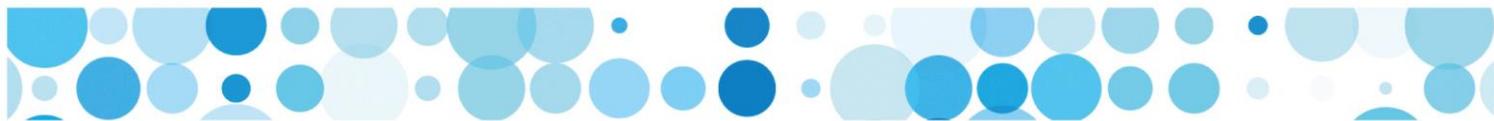
ovals and accesses the extensive oval space for lessons. The extensive grounds and large classrooms further support the calmness that is apparent across the school.

## 2.2 Key improvement strategies

Develop a school governance document that details the roles and responsibilities of all staff in leading and implementing the EIA and other key improvement priorities.

Develop and implement a whole-school curriculum plan to ensure teachers plan, teach and assess all aspects of the AC version eight that caters for both multi-age and 'straight' year level classes.

Redevelop the pedagogical framework with a particular emphasis on evidence-based high-yield strategies, including observation and feedback processes to support teacher understanding and implementation.

Review current processes for identification, assessment and intervention, and develop a whole-school inclusion framework that reflects departmental policy and identifies processes for the targeted delivery of support for all students, including high achieving students.

Collaboratively review and enhance the school-wide PBL processes and procedures to reflect the seven essential features of the PBL framework.