School Improvement Unit
Report

Thabeban State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Thabeban State School from 2 to 4 September 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>270 Goodwood Road, Thabeban</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1917</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>158</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>30 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>4 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>864</td>
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<tr>
<td>Year principal appointed:</td>
<td>2011</td>
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<tr>
<td>Number of teachers:</td>
<td>7</td>
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<tr>
<td>Nearby schools:</td>
<td>Walkervale State School, Norville State School, Woongarra State School, Alloway State School, Avoca State School, Branyan Road State School, Kepnock State High School</td>
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<td>Significant community partnerships:</td>
<td>Bundaberg Little Athletics Centre, Thabeban Athletic Club</td>
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<td>Unique school programs:</td>
<td>Thabeban State School Care Program, Craft at Pioneer Lodge and Gardens, Rotary Readers</td>
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and four curriculum leaders
  - 11 teachers including two relieving teachers
  - Six specialist teachers including regional support staff
  - Five teacher aides
  - Six administration and ancillary staff including groundsman and cleaners
  - Indigenous Liaison Officer
  - Chaplain
  - Three Speech Language Pathologists
  - 97 students including student councillors
  - Nine parents including five members of the Parents and Citizens’ Association (P&C)
  - Nine community representatives including volunteer groups and the Indigenous Wellbeing Centre
  - Head of Department, Kepnock State High School
  - Councillor Judy Peters, Bundaberg Regional Council

1.4 Review team

Chris McMillan  
Internal Reviewer, SIU (review chair)

Evan Willis  
Internal Reviewer, SIU

Mel Phillips  
External Reviewer
1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.
2. Executive Summary

2.1 Key findings

- The principal and curriculum leadership team are committed to finding ways to improve on current student outcomes.

  School leaders have analysed school performance data and are aware of trends in student achievement which have informed the improvement agenda. The school is focused on improving attendance, behaviour, reading and engagement.

- Teachers at the school are committed to improving their practice and are open to opportunities provided for them.

  Many teachers at the school are experienced and possess a range of expertise in teaching. The school places a high priority on attracting, retaining and developing the capacity of all teachers at the school.

- The school has broad commitment to improving levels of reading at the school.

  The school is working towards sharpening improvement goals and targets in reading, which are to be clearly articulated and shared. The members of the school literacy team have identified the need to embed a consistent approach to the teaching of phonics as a seamless component of the school-wide balanced reading program.

- The school places a priority on catering for the diverse needs of students within the school community.

  School leaders encourage teachers to tailor their teaching to student needs and readiness. There is an emerging belief among school staff that all students will learn successfully when motivated and with the appropriate learning opportunities and support. Some students have an opportunity to access curriculum areas above their year level. Systematic practices in this area are not yet in place.

- The school has a curriculum plan that is reflective of both the Australian Curriculum and the P-12 Curriculum Framework (Queensland Curriculum).

  Curriculum into the Classroom (C2C) resources are utilised across the school and are seen as a tool to support curriculum delivery. Teachers contextualise C2C units to suit the needs of students. Some teachers acknowledge the need to ensure alignment of the enacted school curriculum with the Australian Curriculum.
• Positive behaviour and learning are a consistent priority with many classrooms and the playground seen as calm and safe places for students.

There are clear and well documented strategies for teaching, maintaining and promoting positive school behaviour. School staff are united in the establishment and maintenance of a safe, welcoming and stimulating physical environment that supports and encourages learning.

A large number of community people engage with the school and acknowledge the growth in school's reputation. Students express a strong sense of belonging to the school. Parents are accepted and welcomed to the school. A strong emphasis is placed on the importance of positive and caring relationships to support and enhance successful learning.
2.2 Key improvement strategies

- Make explicit agreed targets for achieving key priorities of attendance, behaviour and learning. Ensure that they become well known, monitored and celebrated.
- Develop a systematic whole-school approach to building teaching capacity.
- Embed consistency of practice in the teaching of reading across the school.
- Implement a whole-school approach to differentiation.
- Implement a framework to track student learning against the Australian Curriculum.