

# Thabeban State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Thabeban State School** from **19 to 21 July 2021**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Brad Clark	Internal reviewer



## 1.2 School context

<b>Location:</b>	Goodwood Road, Thabeban	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	110 students	
<b>Indigenous enrolment percentage:</b>	39.7 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	9.1 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	21.1 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	832	
<b>Year principal appointed:</b>	2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Support Teacher Literacy and Numeracy (STLaN), guidance officer, small schools Business Manager (BM), administrative officer, chaplain, Speech Language Pathologist (SLP), seven teachers, five teacher aides, nine parents and 20 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives and community Elder.

Partner schools and other educational providers:

- Bundaberg North State School principal, Kalkie State School principal, Gooburrum State School principal, Kepnock State High School deputy principal and Burnett Heads State School principal.

Government and departmental representatives:

- ARD, Guidance Officer – Student Engagement Wellbeing, Principal Advisor – Teaching and Learning (PATAL) and regional coach Positive Behaviour for Learning (PBL).

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2020-2023
School budget overview	School Data Profile (Semester 1 2021)
OneSchool	Headline Indicators (October 2020 release)
School improvement targets	School newsletters and website
School pedagogical framework	Student Code of Conduct
School data plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Sugar Coast Cluster Strategic Plan



## 2. Executive summary

### 2.1 Key findings

#### **Staff, students and parents speak positively of the school culture and learning environment.**

Parents and teachers describe interactions that are conducted in a caring and respectful manner. Parents acknowledge how well school staff know their child, supported by relational communication and interactions that facilitate a sense of respect and belonging. Many students comment they find their teachers caring and helpful.

#### **Teachers participate in moderation events twice a term.**

Cluster moderations days are held across a number of schools and are identified as an opportunity for staff to walk through others' classes. Pre-moderation provides an opportunity for teaching staff to unpack assessment tasks, achievement standards and the relevant Guide to Making Judgements (GTMJ). Anchor charts are designed to support teacher understanding of what students 'know and do'. The post-moderation day supports teaching staff to verify judgements and make any adjustments to the Level of Achievement (LOA). Teachers articulate support for the collaborative process of cluster moderation as a professional learning and sharing opportunity to strengthen curriculum understanding.

#### **Staff identify the need to develop a whole-school literacy program.**

Early collaborative efforts have been undertaken to map out and align current and future desired pedagogies, programs and approaches aligned to the Australian Curriculum (AC). Some staff articulate a requirement to deepen their understanding of school priorities, what it means for them, and how they are supported by a systematic approach to implementation across the school with any associated targets, and capability building opportunities.

#### **The principal acknowledges the importance of reliable data as essential to student improvement.**

Teachers are able to identify classroom student assessment and management approaches that use data as starting points for improvement and monitoring. Cluster moderation processes enable teachers to develop a deeper understanding of the assessment tasks and expectations. Staff articulate that data practices and processes within the school are in the early stages of analysis and usage. There is an emerging awareness across staff of how formative assessment may be used as a means to evaluate the current teaching sequence, and make the necessary adjustments to teaching.

#### **Staff are encouraged to use learning walls or 'Bump it up' walls across the school.**

The use of these walls is intended to support student learning and to promote individual students accessing curriculum supports, in conjunction with students taking ownership of their own learning. Some staff outline how they co-construct these walls with students. How students, across the school, engage with learning goal setting as a way to support student improvement is yet to be apparent.

**Teachers speak of collegial relationships and their ability to work collaboratively.**

The principal recognises through the Annual Implementation Plan (AIP) that observation, feedback, modelling and coaching are important to support the implementation of pedagogy. Some staff identify opportunities that have facilitated Watching Others Work (WOW) as a strategy to enact school approaches. Staff are yet to articulate feedback processes enacted across the school that support ongoing capability building.

**Staff are discussing student academic outcomes through case management.**

Teachers identify a marker student with potential for learning growth. A case management approach is undertaken between teachers to suggest strategies or actions for improvement. 'Closing the loop' occurs later in the term with a review of the outcome. The principal and Head of Department – Curriculum (HOD-C) are tracking case managed students as a means to monitor actions and associated student improvements.

**A strong collegial cluster is supporting the school journey.**

The school, with four other similar-banded schools is a member of the Sugar Coast Cluster. The principals of this cluster of schools undertake a collaborative approach to design their AIP. The cluster collaborates on professional learning, share a cluster HOD-C and engage with moderation activities. The school as a member of the cluster has an agreed understanding regarding the use and sharing of baseline and aspirational data sets and targets. Principals articulate that this approach enables the sharing of strategies and facilitates reflective practice.



## 2.2 Key improvement strategies

Collaboratively map out strategies, timelines, targets, and success indicators aligned to the establishment and delivery of a whole-school literacy program that supports staff understanding their involvement, accountabilities and school direction.

Establish consistent school-wide practices that support the use of reliable student data to inform classroom curriculum planning, along with the use of formative assessments that support judgements to make adjustments to teaching and learning.

Collaboratively develop a systematic approach to the design and enactment of student goal setting.

Develop and enact a systematic approach to supporting staff capability considering coaching, mentoring, modelling, observation and feedback.