

Tingoora State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from 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.





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Tingoora State School** from **1 to 2 August 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 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

Sandra Perrett

Internal reviewer, SIU (review chair)

Linda Knight

Peer reviewer



1.2 School context

Location:	Main Street, Tingoora
Education region:	Darling Downs South West Region
Year opened:	1908
Year levels:	Prep to Year 6
Enrolment:	35
Indigenous enrolment percentage:	14 per cent
Students with disability enrolment percentage:	8.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	943
Year principal appointed:	2010
Day 8 staffing teacher full-time equivalent (FTE):	2.71
Significant partner schools:	Kingaroy State High School, Kingaroy State School, Wondai State School, Crawford State School, Wooroolin State School, Durong South State School
Significant community partnerships:	Tingoora Community Group
Significant school programs:	INDY(individualised) groups, Science, Technology, Engineering and Mathematics (STEM) program, before school reading program, small schools' cross country, Tiny Tinnies Playgroup



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, Head of Special Education Services (HOSES), three teachers, Business Manager (BM), five teacher aides, cleaner, 24 students and 11 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) executive members and member of the Tingoora Community Group.

Partner schools and other educational providers:

- Principal of Wondai State School and principal of Kingaroy State High School.

Government and departmental representatives:

- Councillor for Division 6 South Burnett, Regional Positive Behaviour for Learning (PBL) coach and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Curriculum planning documents	2019 Professional Development Calendar
School Wellbeing Framework	School differentiation plan or flowchart
Whole-School Reading Program	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School Assessment Framework	School Coaching, Feedback and Moderation
Staff Induction Handbook and Induction Program	Curriculum, Assessment and Reporting Framework 2019-2022
School Inclusion Policy	



2. Executive summary

2.1 Key findings

The school places a priority on building a professional team of high quality teachers and teacher aides.

The principal views staff development as a key component of school improvement and works with teaching staff to build their skills and knowledge. All staff members speak highly of the collegial nature of the staff at the school. The broader school community values the commitment and support staff members provide to all students.

Teachers indicate that for the 2019 Prep cohort, transition statements were received for all ten students.

The transition statements are read and reviewed by the Prep teacher and the principal and are utilised to identify any students with specific needs. The principal or classroom teachers may contact the local early childhood provider to seek additional information and discuss the needs regarding individual students. Information from the transition statements is enhanced by observations gathered at the Tiny Tinnies Playgroup and transition to Prep program.

A school-wide curriculum plan is established and forms the basis for planning, moderation, assessment and overall curriculum direction.

Curriculum planning documents describe a strong focus on the development of the general capabilities such as literacy, numeracy, information and technology capability, critical and creative thinking, personal and social capability, ethical behaviour and intercultural understanding as outlined in the Australian Curriculum (AC). Teacher understanding of this is yet to be fully established.

There is a range of school documents that provide information regarding the expected pedagogical practices to be used in classrooms.

The school's current pedagogical practices are underpinned by Archer and Hughes'¹ Explicit Instruction (EI). Teacher knowledge of the pedagogical expectations that inform teaching practice is developing. The principal acknowledges the need to develop a pedagogical framework to determine and embed the agreed pedagogical approaches for teaching and learning across the school.

The principal supports the teaching staff to develop a deep understanding of the AC and the P-12 curriculum, assessment and reporting framework (P-12 CARF).

All units of work are developed from AC version 8 utilising Curriculum into the Classroom (C2C) units and assessment tasks to guide curriculum planning and implementation. The school has adopted the digital multi-age C2C resources and small schools planning as a

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.



scaffold for teachers' multi-age planning and tracking across Prep to Year 6. The introduction of a Quality Assurance (QA) process to ensure that curriculum units have been implemented as intended and any adjustments are recorded is yet to occur.

The Explicit Improvement Agenda (EIA) is reading and the principal has developed a placemat document to support the implementation of the EIA.

The placemat is centred around reading and encompasses six improvement priorities. Of the six improvement priorities identified, three are linked to the Annual Implementation Plan (AIP). The EIA has been likened to the pedagogical framework, providing extensive operational information.

The principal expresses the importance of engendering a positive and inclusive culture that caters for the needs of all students.

Teaching staff recognise the importance of planning and implementing curriculum programs and appropriately differentiating for the range of student abilities in their multi-age classrooms. Classroom teachers utilise a range of support groupings in classrooms, including individual, small group and whole-class groupings to help support the varying needs of students. Differentiation occurs informally in classrooms, in conjunction with some formalised plans for individual students. Teacher planning for differentiation, aligned to the AC, is an emerging practice.

The school promotes an environment reflective of the expectation that all students will learn.

All staff members express, through words and actions, the belief that all students are capable of successful learning. This is reflected in the school vision '*Every student improving every day in every way*'. Parents speak positively regarding the school, and students value the interest that staff members take in them and their learning.

The school presents as an attractive learning environment and offers learning areas inside and outside the classroom.

School facilities are well utilised to maximise student learning. The school's built and natural environments are beautifully kept and maintained, including covered play areas, ovals, courts and student-developed and maintained gardens. The school was gifted a local church building that is used for assemblies and a range of other activities.

The school is part of two educational clusters, the Kingaroy Education Group (KEG) and the Kingaroy Small Schools Cluster.

The principal values these two groups and is an active member of each group. The Kingaroy Small Schools Cluster organises a range of activities to support the students to build relationships with peers from other schools. Annual activities include a Year 3 to Year 6 camp, sporting events and an Under 8's day. These events are viewed as particularly beneficial for the senior students transitioning to high school, as they provide opportunities to become acquainted with students from other small schools who will also be transitioning.



2.2 Key improvement strategies

Build the capability of all teachers to plan, teach and assess the AC for all learning areas including coverage of the general capabilities and cross-curriculum priorities.

Collaboratively develop a pedagogical framework to establish the agreed pedagogical practices to enhance teaching and learning.

Develop a QA process to ensure the intended curriculum is enacted and that the delivery of the AC ensures all students are taught and assessed against the achievement standards.

Refine the EIA, sharpening the focus and aligning it with the AIP.

Review and enhance the differentiation practices across the school and build the skills and knowledge of teachers to use a wider range of strategies and instructional approaches to cater for all students.