

Tingoora State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Tingoora State School** from **18 to 20 October 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.

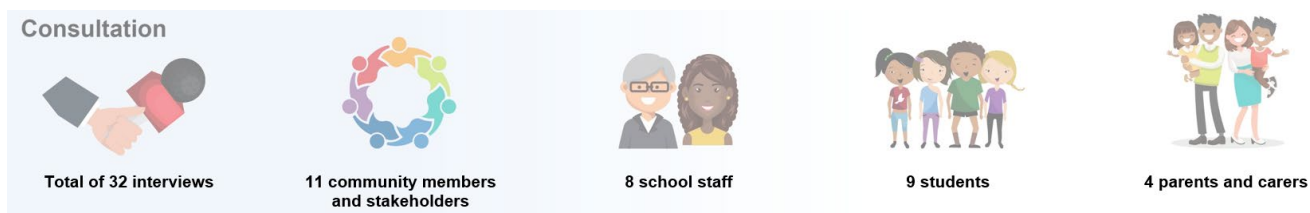
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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)
Anthony Reader	Peer reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Wakka Wakka
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	10
Indigenous enrolment percentage:	20%
Students with disability percentage:	10%
Index of Community Socio-Educational Advantage (ICSEA) value:	933

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **1 to 2 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 943 and the school enrolment was 35 with an Indigenous enrolment of 14% and a student with disability enrolment of 8.5%.

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

- Build the capability of all teachers to plan, teach and assess the Australian Curriculum (AC) for all learning areas including coverage of the general capabilities and cross-curriculum priorities. (Domain 6)
- Collaboratively develop a pedagogical framework to establish the agreed pedagogical practices to enhance teaching and learning. (Domain 8)
- Develop a Quality Assurance (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. (Domain 6)
- Refine the Explicit Improvement Agenda (EIA), sharpening the focus and aligning it with the Annual Implementation Plan (AIP). (Domain 1)
- 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. (Domain 7)

2. Executive summary

2.1 Key affirmations

Progressive school improvements bring success for students.

An EIA is established and actioned by all staff members. It aligns with the school's 2023 AIP and the Department of Education (DoE) strategy, Equity and Excellence. School Online Reporting Dashboard (SORD) data shows that student attendance has improved by 20% when compared to 2022. High levels of academic achievement are achieved by most students and the levels of very high achievement are above state expectations compared to like schools.

Staff are united by a focus on improving learning for all students

The principal acknowledges the importance of building a consistent team of teachers and teacher aides united by a singular focus of improving learning outcomes for all students. Teacher aides and the Business Manager (BM) are highly valued paraprofessionals. All express pride in seeing students successfully learn. Current ancillary staff and volunteers are equally invested and take pride in contributing to the presentation of the school.

Individualised support and programs are provided to every student.

The principal describes their passion for ensuring every student can realise their potential. They lead the whole-school vision for differentiation and inclusive practices. Staff, parents and visiting specialist staff commonly describe the school as offering a highly individualised and age-appropriate, inclusive learning environment for students. The principal, other class teachers and teacher aides work co-operatively to design differentiated learning activities that engage, challenge and extend students.

A calm, positive and welcoming atmosphere is apparent in addition to proudly presented facilities and grounds.

A welcoming environment greets visitors. The principal articulates high expectations for learning success. Establishing and maintaining positive and caring relationships are viewed by all staff as integral to creating the pre-conditions for learning. All staff promote and model respect and kindness with every student. A calm and positive atmosphere and pride in the school is apparent throughout, with both the grounds and learning spaces well cared for and immaculately presented.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Consolidate current school improvement efforts, to ensure staff, students and families remain invested in a shared vision for the school's future.

Domain 9: School-community partnerships

Initiate partnerships with key local groups, organisations and personnel to provide resourcing not readily available and revitalise the strategic position of the school within the community.

Domain 6: Systematic curriculum delivery

Scale up refinements of the Curriculum, Assessment and Reporting Plan (CARP) to a cluster level, focusing on English and Mathematics year and unit plans, to support alignment of curriculum, pedagogy, assessment and reporting.

Domain 8: Effective pedagogical practices

Collaboratively review the whole-school approach to pedagogy, supporting members of the teaching team to confidently employ approaches, practices and strategies appropriate for teaching the curriculum.