

Tiaro State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Tiaro State School from 26 to 27 of August 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.

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

1.1 Review team

Lesley Vogan

Internal reviewer, EIB (review chair)

Belinda Waterford

Peer reviewer



1.2 School context

Location:	Forgar Terrace, Tiaro	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	37	
Indigenous enrolment percentage:	14 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	890	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, Head of Special Education Services (HOSES), Speech Language Pathologist (SLP), Special Education Program (SEP) teacher, five teachers, three teacher aides, administration officer, 14 students and six parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and executive member and two family day care educators.

Partner schools and other educational providers:

- Gundiah State School principal and Maryborough State High School Head of Department (HOD).

Government and departmental representatives:

- Fraser Coast Regional Council mayor and councillor and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 1 2021)
School pedagogical framework	School budget overview
School Opinion Survey	Student Code of Conduct
Writing Tiaro State School	Headline Indicators (April release 2021)
School Assessment and Target Schedule	School based curriculum, assessment and reporting plan
School newsletters and website, Facebook Page	



2. Executive summary

2.1 Key findings

Students express enjoyment of learning and playing in the small school multi-age classroom environment and articulate feeling valued and supported by school staff.

Staff members demonstrate a commitment to improving the quality of teaching and learning throughout the school. They share a collective responsibility for students and work collaboratively to meet the needs of students. Staff, students and parents comment on the positive and inclusive school environment that is supportive of fostering wellbeing and learning improvement. It is apparent staff members know students well and considerations for the unique learning and wellbeing needs of students are apparent in school routines, classroom groupings and differentiated support. A culture of collegiality exists between teachers, teacher aides and the principal.

The principal maximises school resources including facilities and the expertise of staff, and encourages responsibility for providing inclusive, engaging and challenging learning experiences for all students.

Through a small school cluster initiative, the school was successful in securing a Science, Technology, Engineering and Mathematics (STEM) grant that provides a range of resources to be shared across the small schools. Students are currently working with drones. School facilities provide opportunities for students to work in multiple learning environments. A school library, covered multi-purpose court, Positive Behaviour for Learning (PBL) shop, covered eating area, and adventure playground are accessed by students throughout the school week. School grounds are inviting and well maintained. Many gardens and other areas of the school have received recent upgrades and attention in preparation for the school's 150th anniversary celebrations. Students are proud of their school and appreciative of the facilities they have access to.

The school identifies 'Writing in the curriculum' as the current Explicit Improvement Agenda (EIA).

Staff members are aware of the EIA and supportive of the focus on writing. A writing framework is developed. A systematic approach for the implementation of the EIA, including precise strategies and actions with associated timelines and targets is yet to be established. Strategies to measure progress towards targets and monitor the effectiveness of initiatives and programs in improving student writing outcomes are yet to be developed.



Teachers express appreciation of the flexibility the school allows them in applying a number of pedagogical approaches across the learning areas and with different students.

The principal articulates the school's documented pedagogical framework based on the Dimensions of Teaching and Learning (DoTL) as not readily referenced by staff and requiring review. Staff members are engaging with the work of Lyn Sharratt 'Clarity'¹ and exploring Parameters 6 and 8 through the regional initiatives of Collaborative Assessment of Student Work (CASW) and case management. CASW is enabling teachers to routinely evaluate the effectiveness of their teaching and make adjustments to their practice. The school has a documented 'Writing at Tiara' framework. The principal identifies this work is in the emerging stages with opportunity to research pedagogical approaches and access professional learning to enhance teaching practices being limited.

The school has accessed the support of other cluster schools and regional personnel to support the implementation of the Australian Curriculum (AC) and the development of the school curriculum plan.

The school curriculum plan encompasses a number of resources including the Curriculum into the Classroom (C2C), small schools curriculum materials, and P-6 Curriculum Planning Model to support the delivery of the AC across a multi-age small school context. In consultation with staff, the principal has recently moved from the small schools English units to the P-6 Curriculum Planning Model for English. The principal articulates the intention to further utilise this planning model in other learning areas. The principal acknowledges this change will impact on the school's Curriculum, Assessment and Reporting Plan (CARP) that requires amending to ensure all learning areas and content descriptors of the AC are covered, and students are provided with the opportunity to access the full range of the AC. All staff have welcomed the change to the P-6 Curriculum Planning Model for English.

The school implements, the 'before, after, after, end' moderation cycle and enhances this cycle through the CASW process.

Within CASW teachers have commenced a case management approach. Teachers meet to discuss student work with an emphasis on two marker students, aiming to improve their Level of Achievement (LOA) in English. CASW enables teachers to moderate with other schools and discuss student learning needs with teachers across the cluster. Through the discussion of marker students, teachers indicate satellite students are identified and supported. Teachers identify the conversations during CASW as useful in providing a targeted approach to support. Teachers capability to collect, analyse and interpret data to inform next step teaching and differentiation is developing.

¹ Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading*. Corwin.



Teachers and teacher aides demonstrate a desire to further improve their professional practice and engage in formal discussions and sharing of resources.

Teachers and teacher aides attend staff meetings conducted once a week. Times are alternated throughout the year to maximise staff attendance. Student behaviour, curriculum and CASW are regular agenda items. Teaching staff appreciate opportunities to share practice and learn from each other. The CASW process and moderation enable teachers to work with a local small school sharing ideas and practices. Opportunities for staff members to share and enhance their professional practice through a formal process of modelling, coaching, mentoring, observation and feedback are yet to be apparent.

The school has developed a Student Code of Conduct that defines behaviour expectations aligned to school values and rules and includes a PBL program.

Staff and students have a clear understanding of school expectations '*Be safe, Be responsible, Be respectful*'. Visual artefacts relating to the expectations are displayed throughout the school supporting consistency. Staff, students and parents articulate that positive behaviours are demonstrated daily throughout the school with students displaying expected and appropriate behaviours. The PBL coach regularly attends PBL cluster meetings and undertakes Professional Development (PD), reporting back at staff meetings.

Staff members understand the importance of establishing and maintaining positive and productive connections with the local community.

The principal ensures the school is visible in the community, supporting local events and accessing facilities. The local show, town library and radio station enable students to showcase their work and inform the community of what is happening at the school. The school has a weekly segment on the local radio station whereby students read the news that includes school and student celebrations and upcoming events. Students regularly visit the town library situated opposite the school for students to borrow library books. Support for children and their families in the birth to pre-school age range is provided by the school through hosting a not for profit operated playgroup, eKindy and building strong relationships with the family day care providers.



2.2 Key improvement strategies

Develop a systematic approach for the implementation of the EIA including precise strategies and actions with associated timelines and targets, and systems for monitoring effectiveness of actions.

Collaboratively develop, document and implement school pedagogical approaches to engage and challenge students in the curriculum and enable successful learning.

Review and amend the school CARP to ensure all content descriptors and achievement standards across learning areas are covered and students have the opportunity to access the full range of the AC.

Build teacher capability to utilise data to inform differentiated practices to effectively support the range of diverse learners in every classroom.

Develop and implement processes for staff members to share and enhance their professional practice through modelling, coaching, mentoring, observation and feedback.