

# Taigum State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Taigum State School** from **15 to 19 June 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Angela Chant	Peer reviewer
Tom Robertson	External reviewer



## 1.2 School context

<b>Location:</b>	Handford Road, Taigum
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1957
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	385
<b>Indigenous enrolment percentage:</b>	14.0 per cent
<b>Students with disability enrolment percentage:</b>	6.0 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	972
<b>Year principal appointed:</b>	2004
<b>Full-time equivalent staff:</b>	35
<b>Significant partner schools:</b>	Boondall State School, Zillmere State School, Bracken Ridge State School
<b>Significant community partnerships:</b>	Benevolent Society, Salvation Army Church
<b>Significant school programs:</b>	Comprehension Accuracy Fluency Expanding Vocabulary (CAFÉ) reading model, school-wide intervention processes, Homework Club



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), master teacher, guidance officer, Support Teacher Literacy and Numeracy (STLaN), 20 classroom teachers, specialist teachers in Health and Physical Education (HPE), music and German language teacher, English as an Additional Language or Dialect (EAL/D) teacher, Business Services Manager (BSM), administration officer, six teacher aides, school chaplain, Speech Language Pathologist (SLP), two Special Education Program (SEP) teachers, president and secretary of Parents and Citizens' Association (P&C), 19 parents and 67 students.

Community and business groups:

- Coordinator of Outside School Hours Care program (OSHC), two community members, representative of Salvation Army and representative of Benevolent Society.

Partner schools and other educational providers:

- Principal of feeder high school.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2016-17
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	



## 2. Executive summary

### 2.1 Key findings

#### **The school presents as a welcoming and ordered environment.**

A settled and purposeful learning atmosphere is established and staff members, parents, and students express pride in their school. The tone of the school is caring and supportive. Teachers establish mutually respectful relationships with students. A strong sense of community is apparent across the school. Those involved with the school comment on the nurturing environment created that respects the diversity of the population and maintains high expectations for learning.

#### **An Explicit Improvement Agenda (EIA) is developed for the school.**

There is a focus on the use of the Comprehension Accuracy Fluency Expanding Vocabulary (CAFÉ) model whereby students are engaged in learning experiences relating to the development of comprehension skills, accuracy, fluency and expanded vocabulary. This model is implemented in classrooms using the Gradual Release of Responsibility (GRR) where modelled, guided, shared and independent activities are developed for students. Teachers are committed to effectively implementing the school's improvement agenda in reading.

#### **The school's leadership team and teaching staff members express a commitment to implementing curriculum relating to the learning areas of the Australian Curriculum (AC).**

The school has commenced the process of developing locally contextualised curriculum units in English that align to the AC. Teachers commence the planning process by accessing the achievement standard for their year level and identifying the content descriptions that will be the focus for teaching and learning. Teachers consistently use the curriculum planning template from the Queensland Curriculum and Assessment Authority (QCAA) to guide the planning process. This process provides a consistency of practice across the school for the teaching of English.

#### **Staff members are dedicated to improving literacy and numeracy outcomes for all students.**

Teachers articulate a belief that all students can learn and be successful. They engage students in daily reading activities in their classrooms. The school is commencing its journey into developing teachers' repertoire of practice in mathematical problem solving and mental mathematical routines. The school's leadership team conducts walkthroughs of classrooms to informally monitor teaching and learning and has undertaken an audit of artefacts relating to the improvement agenda. More focused monitoring of classroom practices to ensure a consistency of practice across the school relating to the implementation of this agenda is yet to be established.



**The leadership team articulates the importance of reliable student data as essential to improvement for student learning.**

The school implements a whole-school internal monitoring plan for the collection of student data. One-on-one discussions of achievement data are beginning to occur with the Head of Curriculum (HOC). A culture of self-evaluation and reflection is developing across the school to ensure teaching practices and identified interventions are achieving positive outcomes for students. Further opportunities for teams of teachers to meet with school leaders to discuss student learning data and identify strategies for continuous improvement are yet to be established.

**Teachers work with year level colleagues to plan curriculum units that they implement consistently across the school.**

In curriculum areas, with the exception of English, teachers predominantly use the Curriculum to the Classroom (C2C) units and assessment tasks to guide their curriculum planning and implementation. Teachers report they could make stronger reference to the AC when planning these units and trust the achievement standard will be met by implementing C2C units. The leadership team expresses a desire to continue the process of developing locally contextualised units for all curriculum areas to ensure stronger alignment with the rigour and intent of the AC.

**The principal and staff members articulate a belief that the development of an expert teaching team is central to improving outcomes for students.**

The school has established a professional learning plan to support local and system priorities. Teachers and teacher aides report they have Annual Performance Development Plans (APDP). The actioning of these plans varies across the school. The enhancement of the collegial engagement framework to document and implement professional capacity development for staff including APDPs, leadership development, coaching and mentoring support and models of feedback is yet to occur.

**The principal recognises the value of developing broader partnerships with schools that will bring benefits to the learning of students and the professional practice of staff.**

The school is a member of the Bramble Bay cluster and participates in activities when available. The principal reports cluster ties are not as strong as they once were. The leadership team has sought to develop broader networks with schools on similar education journeys and has visited the Logan area to observe successful classroom practices that can be implemented in the school's context. The principal recognises the value of continuing to develop broader partnerships with schools that will bring benefits to the learning of students and the professional practice of staff members.



**Staff members display a professional approach to all aspects of teaching and learning.**

Staff members are supportive of each other across a wide range of professional activities. They are actively engaged in all aspects of the life of the school. A culture of staff collegiality exists throughout the school. Teachers seek opportunities for further Professional Development (PD) along with avenues for personal growth and improvement to ensure they are operating at high levels and meeting student needs. Teacher aides and other support personnel are valued members of the teaching team.

**The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families.**

Parents and students express a positive view of the school. Parents report considerable satisfaction with the quality of their child's education and the level of interest shown by teachers in supporting their child's success. The locally arranged Harmony Day acknowledges approximately 25 cultural groups within the school community and provides an opportunity to celebrate the diversity within the student population. Parents and students express a strong connection to the school and its staff members.



## 2.2 Key improvement strategies

Regularly monitor the implementation of the improvement agenda to ensure consistent practices are occurring in all classrooms and progress towards established targets occurs.

Continue to build a culture of self-evaluation and reflection across the school, where teaching teams regularly meet with school leaders, to discuss student achievement data and identify strategies for continuous improvement.

Continue to develop locally contextualised curriculum units aligned of the AC that are quality assured for balance and coverage against content descriptions and achievement standards.

Enhance the school's collegial engagement framework to document and implement professional capacity development for staff members including APDPs, leadership development, coaching and mentoring support and models of feedback.

Maintain broader networks with schools on similar education journeys that will bring benefit to the learning of students and the professional practice of staff members.