

Taigum 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 **Taigum State School** from **27 to 29 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.

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

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Ray Bloxham	Internal reviewer
Wayne Butler	External reviewer



1.2 School context

Location:	Handford Road, Taigum	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	432	
Indigenous enrolment percentage:	12 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	978	
Year principal appointed:	2004	



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), Support Teacher Literacy and Numeracy (STLaN), guidance officer, two Advisory Visiting Teachers – Hearing Impairment (AVT-HI), Speech Language Pathologist (SLP), 24 teachers, Business Manager (BM), administration officer, three teacher aides, schools officer, 19 students, 22 parents and assistant tuckshop convenor.

Community and business groups:

- Fundraising coordinator of the Parents and Citizens' Association (P&C), Bramble Bay district sports officer and coordinator of the Jabiru Outside School Hours Care (OSHC) service.

Partner schools and other educational providers:

- Principal of Aspley State High School.

Government and departmental representatives:

- Councillor for Deagon Ward Brisbane City Council, State Member for Sandgate, Principal Advisor – Positive Behaviour for Learning (PBL) and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
Headline Indicators (April 2021 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	Student Code of Conduct
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School differentiation plan or flowchart	School Opinion Survey
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Staff members, students and parents speak of the mutually respectful relationships across the school and community.

The positive school culture is highly valued by all staff members and parents. There is a strong focus on the social, emotional and academic needs of all students. Staff members express the belief that that all students belong and are welcome at the school. Staff members work tirelessly to facilitate improved outcomes for all students. Parents articulate that there is a positive and welcoming culture at the school and that they are provided with regular opportunities to participate in the life of the school. Staff members, students and parents all express their sense of pride and belonging as part of the school.

The principal and staff members recognise that highly effective teaching is the key to improving student learning outcomes.

Clear expectations through the school's pedagogical approach have been communicated in relation to the use of effective teaching strategies throughout the school. Teachers indicate they have a strong understanding of this pedagogical approach and are able to articulate what are the expectations for the classroom. Students speak positively of the efforts of their teachers in providing interesting and engaging learning opportunities.

Teachers express appreciation of the support provided by school leaders regarding planning, teaching and assessing the Australian Curriculum (AC).

The school has developed a range of curriculum documents that provide teachers with information on what teachers should teach across the learning areas and years of schooling. The suite of curriculum documents includes a whole-school curriculum plan, year level curriculum plans, unit planning documents and associated resources. These documents are designed to provide the information required in the P-12 curriculum, assessment and reporting framework (P-12 CARF). A process to quality assure that all achievement standards are covered across all year levels and learning areas is yet to be included.

Teachers and school leaders take personal and collective responsibility for student learning.

Many teachers express their willingness to further their professional learning by visiting and observing other teachers from their own and other schools. This is identified as a way to add value to their practice and professional growth. Leaders recognise that an observation and feedback process for all teaching staff would continue to enhance student learning. Some teachers recognise that being observed and receiving feedback enhances teaching practice. Some express a degree of hesitancy in being observed by colleagues or the leadership team. A process that supports ongoing teacher development through opportunities for observation and feedback, and Watching Others Work (WOW) is yet to be articulated or agreed upon.



The leadership team is united and committed to improving the learning outcomes for all students.

The school is focused on improving the literacy and numeracy levels of students and this is reflected in the Annual Implementation Plan (AIP) for 2021. Within the AIP, the action statements provide the responsible officers with clearly stated expectations, supported by targets and timelines. The targets are predominantly focused on teacher behaviours. One target is focused on student achievement. Planning documents are yet to provide explicit targets for improvement in student achievement levels for all students.

Teaching practices across the school reflect the belief that all students are capable of learning.

Teachers utilise a range of data to understand where students are at in their learning to group them for instruction and to plan appropriate teaching and learning experiences. A teacher planning code has been developed for teachers to record planned differentiation and to guide teachers through the school's expectation for differentiation. Weekly planners include coding for differentiation practices to cater for students requiring additional support. Coding practices are yet to include a range of strategies specifically focused on extending high achieving students.

School leaders value the expertise of their teaching team and the impact this has on improving the learning and wellbeing for students.

Leaders plan and work collaboratively to nurture the established culture of collegiality and professional collaboration amongst all staff members. Across the school, there is a commitment to professional support for colleagues through a willingness of staff members to share resources and construct professional knowledge and pedagogies that support student learning. Many teachers identify that as an expression of their appreciation of the professional trust provided by leaders and the highly valued collegial culture within the school, they work diligently 'to live up to that trust'.

The school authentically prioritises student and staff wellbeing.

Staff members comment on the close relationship between learning and wellbeing, and that students learn best when their wellbeing is optimised. School leaders and teachers facilitate opportunities for all students to experience success in learning. Staff members speak highly positively of the school, their collegial and collaborative relationships, and the processes and mechanisms provided for staff members to engage positively with students and build stronger connections with the school community. Teachers and staff members articulate that they feel valued and supported by school leaders and colleagues.



2.2 Key improvement strategies

Establish processes to quality assure the full implementation of the AC including planning, teaching and assessing all achievement standards for all learning areas.

Collaboratively develop and implement a process that facilitates opportunities for observation and feedback, and WOW to further strengthen consistent teaching practices.

Enhance school target setting processes, developing explicit targets for improvement in student achievement levels that are aspirational and provide opportunities to monitor the progressive achievement of all students.

Strengthen teacher capability and school processes in relation to utilising a range of differentiation strategies for all students, including high achieving students.