

# Taranganba 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 **Taranganba State School** from **14 to 16 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

Scott Curtis	Internal reviewer, EIB (review chair)
Sandra Perrett	Internal reviewer
Rob Lee	External reviewer



## 1.2 School context

<b>Location:</b>	Taranganba Road, Taranganba	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	778	
<b>Indigenous enrolment percentage:</b>	11 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	13 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	983	
<b>Year principal appointed:</b>	April 2018	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Student Services (HOSS), guidance officer, Business Manager (BM), administrative officer, chaplain, occupational therapist, Speech Language Pathologist (SLP), 40 teachers, 11 teacher aides, 38 parents and 60 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representative, CAPITALISE Education and Helping Hands Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Yeppoon State High School deputy principal, Farnborough State School principal, North Keppel Island Environmental Education Centre (EEC) principal, Yeppoon State School principal, Yeppoon and District Kindergarten – Queen Street Kindy director, Taranganba Early Learning Centre director, Coastal Kids Emu Park director and Childcare and Kindergarten (C&K) Taranganba Community Kindergarten director.

Government and departmental representatives:

- State Member for Keppel and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
School Opinion Survey	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School pedagogical framework	School newsletters and website
Leadership for Impact 2021	School data plan
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting plan



## 2. Executive summary

### 2.1 Key findings

**The school embodies in words and actions, their clear moral purpose that is focused on creating a culture of inclusion across the school.**

Every student is supported to actively engage in their learning. This is led by the leadership team, supported and enacted by staff members and valued by parents and students. The leadership team has combined key resources to ensure each cohort includes classroom teachers, an engagement teacher and teacher aides. This team works together to support all students in the cohort, using the resources flexibly to meet the needs of students.

**Parents, students, and community partners identify the school as having positive links to the local community.**

Parents and students express valuing positive, caring and mutually respectful relationships. Staff articulate that they are driven by an understanding that every student is capable of learning successfully and to do so, they acknowledge the importance of providing an environment conducive to this. Parents express appreciation of teachers who are open and approachable and for class newsletters that keep them informed. Students detail their sense of belonging and speak highly of teachers.

**Leaders and staff discuss the importance of placing a priority on wellbeing.**

Staff detail initial work undertaken to understand wellbeing needs through regional support that has included the establishment of a wellbeing committee. Some teachers identify that High Performing Teams (HPT) is an established practice within team structures that supports collaborative and consultative decision-making processes with shared understanding and accountabilities. Many staff express a desire to collaboratively develop structures that support positive affective and effective relationships through mutually respectful communication and consistency of practice across the school.

**Staff articulate their commitment to improving learning outcomes for students.**

Three priorities are identified as the Explicit Improvement Agenda (EIA) and are aligned through the Annual Implementation Plan (AIP). The principal provides for staff a one-page infographic at the commencement of the year detailing strategies and priorities. Staff desire to deepen their understanding of school priorities and what it means for them, supported by a systematic approach to implementation.

**Many teachers identify that teaching experience influences pedagogical decisions in implementing instructional strategies in their classrooms.**

Teachers currently identify a range of pedagogical approaches used across classrooms. The principal identifies the development of a whole-school approach to pedagogy is a priority moving forward to provide a basis for teacher judgement. Opportunities to explore Watching Others Work (WOW) are being identified by teachers as a possible process to enhance pedagogical practice.



**The school has a coherent, sequenced plan for curriculum delivery that provides teachers with information regarding what they should teach and students should learn.**

A suite of curriculum documents is aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARF). The school has developed a unit planning template for each learning area and these are developed for each unit of work. Unit plans are yet to include information in relation to how formative data is collected and utilised in teaching and learning, or identify specific pedagogical practices or teaching strategies for the sequence of learning.

**Leaders celebrate staff as highly professional, dedicated and confident professionals that embrace personal learning to grow their expertise.**

The principal has established a model designed to further support leadership density across the setting. This includes an action research program as a component of developing leadership capability. Further opportunities for the leadership team and interested teacher leaders to engage in capability building pertaining to change management, leadership styles and the communication strategies necessary to drive school improvements are emerging.

**Staff indicate that there is an appreciation for the adoption of Positive Behaviour for Learning (PBL).**

PBL is a recent introduction and staff detail the positive impact the PBL approach has achieved in a short time. A PBL team is established and supports the analysis of data and setting the direction of weekly PBL lessons. Student leaders support the delivery of these lessons through videos created with key personnel and presented on assembly.

**Teachers identify their cohort as a strong, professional and cohesive support structure.**

Teaching staff engage in Professional Collaboration Time (PCT) designed to support professional dialogue related to inclusivity agenda, Universal Design for Learning (UDL) implementation, implementation of the Letters and Sounds approach, the implementation of PBL processes, and moderation and curriculum. Some cohorts have embraced the co-planning and co-teaching approach between classroom teachers, engagement teachers and teacher aides all working collaboratively to support all students.



## 2.2 Key improvement strategies

Collaboratively develop structures that support positive affective and effective relationships through mutually respectful communication and consistency of practice across the school.

Collaboratively map out school priorities with associated timelines and targets, implementation expectations, success milestones, and capability building opportunities that facilitate staff understanding the purpose, direction and involvement.

Collaboratively develop a whole-school approach to pedagogy supported through ongoing access to high quality professional learning, including opportunities for coaching, observation, feedback and sharing of practice.

Review and enhance the unit planning processes, reflecting a stronger alignment between curriculum, pedagogy, formative data and differentiation.

Enhance opportunities that support leaders and teacher leaders to build professional capabilities regarding understanding of leadership styles, change management and communication strategies to drive school improvement.