School: Thallon State School (1278)  Date: 22/11/16
Principal: Ryan Trama        ARD: Adam Myers

Documentation Reviewed:
- SIU Review Findings
- School Performance Profile
- Relevant internal monitoring
- Last school strategic plan
- 3 school AIPS and SARs

Broad Trends Identified:
- Percentage of students attending <85% has decreased to 2% over the last 3 years.
- Percentage of students attending 95% to 100% has steadily increased over the past 4 years.
- A majority of cohorts over the past 3 years have achieved at or above the NMS in NAPLAN
- Changeover of leadership – 3 Principals over the last 2 years.

Commendations:
- A high priority is given to developing positive, caring and supportive relationships with all members of the school community.
- The school has a culture of collaboration and teamwork between teachers and teacher aides.
- A yearly and term curriculum overview, and intended implementation in learning cycles, to make clear what units, and when, teachers should teach, is developed.
- Differentiation is a priority of the school and a feature of every teacher’s practice.
- The school has identified and can demonstrate that it is using a variety of assessment tools to monitor school-wide achievement in the priority areas of reading and number facts.
- Community members speak highly of the inclusive practices that are embedded within the school.
- The school has a positive reputation in the broader community.
- SET Results – Implementation average of 92.9%.

Recommendations:
- Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, achievable and measurable targets, timelines, monitoring and appropriate budget.
- Collaboratively review the pedagogical framework to identify the school’s signature pedagogies.
- Implement a systematic, whole-school approach to coaching, modelling and feedback to build consistency of delivery of teaching practice.
- Formalise and implement a whole-school curriculum plan, with processes for storage and the evaluation of classroom planning, to provide tracking of curriculum cycles and modifications.
- Provide regular opportunities for facilitated, collaborative planning sessions for teachers.
- Develop the capacity of teachers to assign strategies for improvement in the differentiation process, in order to monitor the learning outcomes of students.

General comments:
  - PM, PI, and NAPLAN reading data showed the need for a program incorporating the explicit teaching of reading comprehension strategies.
  - 'Dirty Dozen' Grammar and Punctuation NAPLAN results identified key trends and areas of need that are explicitly taught in the program.
- Broad AIPS over the past few years – narrowing and sharpening the focus for 2017-2020.
- Teaching staff and TAs regularly take on additional tasks to develop capability.
- IAS and P&C funding used in 2015 and 2016 to fund an additional classroom teacher two days per week (continuing in 2017).
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<td>Principal Signature:</td>
<td>Ismaa 22.11.16</td>
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<td>ARD Signature:</td>
<td>Ayes 24/11/2016</td>
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<td>P and C Representative Signature:</td>
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