

# Thallon 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 **Thallon State School** from **25 to 26 August 2020**.

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)

Richenda Wagener

Peer reviewer



## 1.2 School context

<b>Location:</b>	Henry Street, Thallon	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	33	
<b>Indigenous enrolment percentage:</b>	24 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	976	
<b>Year principal appointed:</b>	2019	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), five teachers, guidance officer, two teacher aides, four parents and seven students.

Community and business groups:

- Thallon Country Women's Association (CWA), Thallon Progress Association, eKindy representative and Parents and Citizens' Association (P&C) representative.

Government and departmental representatives:

- State Member for Warrego and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School Opinion Survey	Responsible Behaviour Plan for Students
Assessment data collection plan	School newsletters and website
School based curriculum, assessment and reporting plan	Curriculum and Differentiation planning documents
Annual Professional Development Plan 2020	School pedagogical framework



## 2. Executive summary

### 2.1 Key findings

**The school is characterised by caring relationships between staff, students and parents.**

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and actively work to build partnerships with students, colleagues, parents and the community. Staff continue to build upon the shared school motto of *'Living and learning together'*. Students and staff are able to clearly articulate the school expectations as the *Thallon Way*.

**Across the school, teachers utilise a range of strategies to support students to identify their next steps for learning.**

Learning goals are developed for all students, focused on reading and writing. Classroom teachers support the establishment of reading goals through the identification of the current student reading level, including comprehension and accuracy levels. Students utilise this baseline data to set targets for improvement. Students are able to clearly identify their goal and articulate their next steps.

**The principal and staff are united, committed to and explicit about improving learning outcomes for all students.**

The 2020 Explicit Improvement Agenda (EIA) of writing, curriculum and pedagogy, staff capability and school community partnership has been identified through National Assessment Program – Literacy and Numeracy (NAPLAN), staff conversation and school data. The EIA is aligned with the Annual Implementation Plan (AIP). Discussion with staff members indicates that the intent of the EIA priority areas is consistently and widely known by staff. The enactment of the EIA through defined agreed practices, with regular monitoring of implementation to promote consistency of practice, is continuing to emerge within the school.

**Staff members recognise that highly effective teaching is the key to improving student learning.**

Staff take collective responsibility for driving improvements in teaching throughout the school. The school has created a pedagogical framework document that outlines processes for professional learning, instructional leadership and school-to-home communication. An awareness of providing learning intentions and success criteria for students is apparent. Staff members note that the framework is broad, requiring clarity and alignment to the school explicit improvement priorities.





**A collegial and trusting environment exists, whereby opinions are valued and time is provided to collaboratively discuss school agendas and student learning.**

The school's pedagogical framework articulates teachers participate in coaching, mentoring and observations as part of the school's high expectations. Staff members indicate that the use of an observation, feedback and coaching model is yet to be consistently applied across the school. The principal recognises the importance of formal instructional rounds to provide teachers with further opportunity to develop their teaching practice.

**The belief that all students are capable of learning when provided with the right support and appropriate learning opportunities is apparent at the school.**

Staff members work to ensure that a student's learning opportunities are engaging, relevant and purposeful for them as a learner. School unit planning documents clearly identify that differentiation is a priority of the school. The school has a documented gifted and talented education policy that outlines for all staff the roles within the identification and support of students, particularly differentiated support. The impact on student learning through the implementation of this policy, in particular for high achieving students, is yet to be realised.

**The principal models professional learning and learns alongside staff members, participating in school, cluster and regional Professional Development (PD).**

Classroom teachers regularly collaborate within the Small School cluster in relation to curriculum development and moderation. Curriculum planning occurs three times a year and supports the moderation of English and mathematics assessments, understanding of achievement standards and planning of the next English unit of work.

**Staff articulate the importance of reliable and timely student data as essential to the effective improvement of student achievement.**

Data regarding student attendance and achievement levels in reading is shared amongst staff via a data wall. The data wall provides a detailed outline of student achievement data based on reading and rates of attendance. Staff members identify this data wall provides a highly useful mechanism for monitoring and tracking distance travelled by each student per semester. Data is used to inform school-wide decisions, interventions and initiatives.



## 2.2 Key improvement strategies

Review and refine the EIA improvement strategies to reflect the narrow focus area, including clear milestones, agreed practices, targets and success checks for implementation.

Collaboratively refine the pedagogical framework to build clear expectations regarding the high-yield practices aligned to school priority areas.

Refine processes, protocols and systems to engage all staff members in regular opportunities for observation, feedback, coaching and mentoring.

Develop teacher capability to differentiate for the full range of students within their class including high performing students.