



School Improvement Unit Report

Tara Shire State College Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Tara Shire State College from 2 to 4 August 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Binnie Street, Tara
Education region:	Darling Downs and South West Region
The school opened in:	1912
Year levels:	Prep to Year 12
Current school enrolment:	416
Indigenous enrolments:	19.7 per cent
Students with disability enrolments:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	863
Year principal appointed:	2015
Number of teachers:	38
Nearby schools:	Crèche and Kindergarten (C&K), St Joseph's Catholic School, The Gums State School, Hannaford State School, Meandarra State School, Glenmorgan State School, Teelba State School, Westmar State School, Moonie State School, Chinchilla State School, Dalby State School and Dalby State High School with residential campus.
Significant community partnerships:	School cluster
Significant school programs:	Health eRegions-SPL



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Two Heads of Department (HOD), Head of Special Education (HOSE) and two Heads of Curriculum (HOC)
 - Guidance officer and Support Teacher Literacy and Numeracy (STLaN)
 - Master teacher and 38 teachers
 - 15 teacher aides
 - Six parents and 41 Students
 - Business Services Manager (BSM), two administration officers and ten ancillary staff
 - Parents and Citizen's Association (P&C) executive
 - Tuckshop convenor
 - Two community partner representatives

1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Joseba Larrazabal	Internal reviewer
Kate MacDonald	Internal reviewer
Greg Brand	Peer reviewer



2. Executive summary

2.1 Key findings

- The college leadership team is driving an agenda for improvement.

The Explicit Improvement Agenda (EIA) is focusing the whole-college's attention on the core priorities of attendance, high academic performance and learning engagement. Staff members are able to clearly identify attendance and student engagement as priorities.

- A whole-college data action plan is developed which outlines responsibilities and timelines for collection of a range of student performance data.

It is apparent that there is some sharing of progress data with staff members. There is a strong commitment by staff members to ensure student success. Consistently use of the available data for reflection and to drive decisions on future practice to support teaching and learning is not yet developed.

- The school is reinvigorating its Positive Behaviour for Learning (PB4L) practices.

Underpinning the PB4L program at the college are the pillars of 'Be Safe', 'Be Respectful' and 'Be a Learner'. Students, staff members and parents agree that an improvement in the management of student behaviour is necessary.

- Line management, through the development of an organisational chart and role statements, is established to develop the capacity of teaching staff members.

There is a high level of collegiality and support amongst staff members. The effective implementation of the organisational chart and role statements, in terms of supervision roles and responsibilities, is as yet uncertain.

- Staff resources, including teacher aides, are allocated to classes to work with identified groups of students.

Differentiation is generally viewed as primarily related to identifying and to support below benchmarks learning and to monitor student behaviour. The school provides a range of co-curricular and extracurricular programs to enhance the learning opportunities for students. This includes Wonders of Science, Optiminds, book week parade, IMPACT project and Beyond the Broncos.

- The pedagogical framework incorporates Explicit Instruction (EI) to provide a consistent teaching and learning structure across the college.

Elements of EI such as What Are We Learning Today (WALT), What I'm Looking For (WILF) and This Is Because (TIB) are demonstrated in some classrooms. Opportunity to provide teachers with feedback on instruction is not yet established.



2.2 Key improvement strategies

- Narrow and sharpen the EIA and determine the priorities based on stakeholder feedback and a thorough and collaborative investigation of the school data, including student engagement.
 - Continue the strategic roll out of the PB4L framework with clear annual targets including the expansion of classroom profiling, consistency of classroom behaviour management, and clear follow through and communication regarding referred student behaviour needs.
 - Refine and clarify the organisational structure and roles within the college leadership team to ensure a clear line of sight of supervision, instructional leadership, mentorship and coaching to align with the key priorities of the school.
 - Seek to introduce opportunities for teachers to observe each other work after the completion of their probationary period.
 - Refine the school data plan to ensure that the identified tools enable the school and individual teachers to track and monitor student progress.
3. Provide strong support for differentiation of classroom practices as a key component of the school pedagogical framework.