

# Tara Shire State College

## 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 **Tara Shire State College** from **16 to 18 June 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) and Lead Principal to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to EIB and region within six weeks of the school receiving the report.

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

### 1.1 Review team

Wayne Troyahn	Internal reviewer, SIU (review chair)
Lee Goossens	Internal reviewer
Clare Grant	External reviewer



## 1.2 School context

<b>Location:</b>	Binnie Street, Tara	
<b>Education region:</b>	Darling Downs South West Region	
<b>Year levels:</b>	Prep to Year 12	
<b>Enrolment:</b>	349	
<b>Indigenous enrolment percentage:</b>	21 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	16 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	13.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	847	
<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 Department (HOD) junior secondary, HOD – curriculum, head of student services – inclusion, pedagogy coach, Positive Behaviour for Learning (PBL) lead teacher, guidance officer, Business Manager (BM), student services team, learning support teacher, learning support team, 28 teachers, five teacher aides, four administration officers, five cleaners, two schools officers, five executive members of Parents and Citizens' Association (P&C), tuckshop convenor, 15 parents and 41 students including student leaders.

Community and business groups:

- Community activation officer Western Downs Regional Council, regional engagement officer, regional curriculum support, youth support co-ordinator Beyond the Broncos and Tara Café.

Partner schools and other educational providers:

- Principal The Gums State School and principal Westmar State School.

Government and departmental representatives:

- Mayor Western Downs Regional Council, ARD and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2015 - 2018
Responsible Behaviour Plan for Students	School Data Profile Semester 1 2020
OneSchool	School budget overview report
Professional learning plan 2020	Teaching and Learning Handbook
School improvement targets	Curriculum planning documents
School pedagogical framework	School Facebook page
School data plan	School newsletters and website
Headline Indicators	School Opinion Survey 2019
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**The college has established connections and relationships with the local community to support the learning and wellbeing of students.**

Parents speak positively regarding the college, how teachers have nurtured their child's progress and the way in which the educational programs provide students with a foundation for life after school. There is an intentional commitment by the leadership team to strengthen partnerships to bring staff and students together with external partners.

**The college, in conjunction with the region, actively seeks to attract and recruit potential teacher applicants who may commit to the college for a sustained period of employment.**

The leadership team provides incentives for potential staff members to visit the town, meet the community and be informed of the direction and culture of the college. The principal is committed to establishing a workforce best suited to move the college in a united direction.

**A suite of documents is developed to support newly appointed and established staff members.**

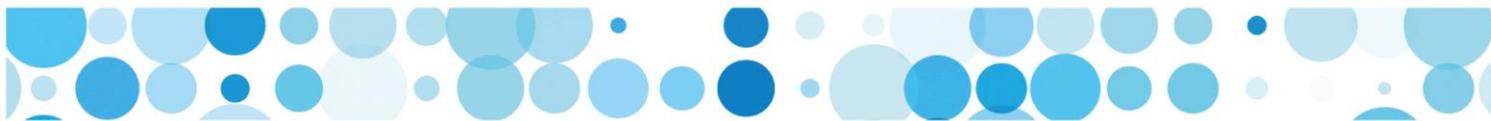
Documentation is extensive and provides a road map for established and intended practices throughout the college designed to deepen expertise of teaching staff members. Teachers are aware of the range of documents.

**College leaders articulate a strong belief in all children, young people, families and their future.**

Underpinning this commitment to develop a culture that promotes learning, the college advances a student-centred learning approach to prepare the college for students of the shire. The recently prepared strategies to engage students in their learning are viewed by leaders as an emerging priority to support a culture of high expectations and consistent approaches for teaching and learning across the college.

**The college is committed to quality teaching and learning.**

The four pillars of the quality teaching and learning framework include clarity, Gradual Release of Responsibility (GRR), evidence-driven instruction and monitoring learning. The leadership team endeavours to support the implementation of each of the pillars of the framework. Learning teams spanning all sectors of the college will be used to advance quality teaching and learning in classrooms.



**The leadership team acknowledges the benefits of coaching, mentoring and quality feedback as key drivers in building expert teaching teams.**

Many staff members comment positively regarding the opportunity to receive regular, structured, and quality feedback in relation to their teaching practices to enhance their professional growth. The leadership team is committed to formalising the coaching, mentoring and quality feedback practices across the whole college.

**College leaders and regional personnel share the view that all parents and families are integral partners in student learning.**

There is an acknowledgment of the diverse backgrounds and complexities of the lives of many students with college leaders indicating processes to support students. College leaders identify this as an area for continued improved understanding and attention. Some parents indicate their willingness to have a greater say, in supporting and further advancing the policies, procedures and ways of working, to make improvements to student engagement and the learning outcomes for all students.

**The principal has led a restructuring of the college leadership with clarification of roles throughout the past two years.**

The college has recently published a leadership structure including instructional leadership for all leaders. Some teachers express a degree of uncertainty regarding the implementation of this structure. Formal line management processes are yet to be embedded in the Quality Assurance (QA) practices of the college.

**There is an emerging culture across the college to address the learning needs of individual students within an inclusive education philosophy.**

This culture is coupled with a belief that all students are able to learn although they may be at different stages in the learning process. The college has moved to a more inclusive model of provision for students with disability and diverse learning needs.

**Staff, students and parents express pride in the college environment, articulating the college grounds and buildings are well presented and maintained.**

The college has a range of learning environments to support student learning including a hospitality area, agriculture facilities, a gymnasium that is shared with the community, interactive whiteboards and whiteboard tables in some classrooms. General college presentation provides a positive image for the community.



## 2.2 Key improvement strategies

Collaboratively design a strategy to build whole-college actions, behaviours and positive language to promote high expectations for student success, identity and inclusion.

Implement with fidelity, the agreed practices for coaching, mentoring and feedback processes within the college to embed consistency of practice.

Design and utilise scheduled meeting structures to discuss the use of high-yield teaching strategies to enhance teacher capability, professional growth and consistency of practice.

Collaboratively develop sustainable change management practices that are inclusive and provide a voice for college community stakeholders including the reinvigorating of the whole-college Positive Behaviour for Learning (PBL) focus.

Collaboratively review line management and associated accountability processes to establish consistent college-wide quality assured practices.