

# Tara Shire State College

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Tara Shire State College acknowledges the shared lands of the Barunggam nation and the Barunggam people of the Barunggam language region.

### About the school

Education region	Darling Downs South West Region
Year levels	Prep to Year 12
Enrolment	389
Indigenous enrolments	26%
Students with disability	26%
Index of Community Socio-Educational Advantage (ICSEA) value	848

### About the review

 4 reviewers from 5 to 7 March 2024	 126 participants	 68 school staff
 26 students	 14 parents and carers	 18 community members and stakeholders

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Further review responses to addressing school contextual complexities, with regional support, to improve continuity of educational leadership, sustainability of teaching expertise, and efficient and safe school operations.

#### Domain 3: Promoting a culture of learning

Strengthen staff capability in applying the school-wide behaviour expectations to maximise learning time, support a consistent whole of college approach and create positive classroom environments.

#### Domain 6: Leading systematic curriculum implementation

Prioritise refining the college's plan for systematic curriculum delivery, starting with English and Mathematics year and unit plans, to support students to receive their full entitlement of the Australian Curriculum (AC).

Develop staff capabilities in the explicit teaching of reading to support implementation of a whole-college approach to teaching the knowledge, understanding and skills specified in each year level of the AC: English.

#### Domain 8: Implementing effective pedagogical practices

Review current pedagogies, collaboratively using a range of data, to determine the next steps in supporting teacher capability to engage and challenge learners.

#### Domain 7: Differentiating teaching and learning

Broaden staff capability in differentiating teaching and learning for individuals and groups to ensure all students are appropriately engaged, challenged and extended in their learning.

### Key affirmations



#### Leaders and key support staff prioritise promoting a positive and optimistic narrative of the college.

Community members, parents and students acknowledge the leadership, reliability and wraparound efforts of staff to meet the needs of students and their families. Leaders speak to their efforts in building and rebuilding relationships to enable the college to become a positive and calm environment for learning, teaching and working. Several members of the community and parents describe the welcoming nature of staff at the school. They comment they are invited to access school facilities, attend events and have their voices heard at various forums.

#### Staff articulate they do 'whatever it takes' and use an agile and responsive approach to meeting the needs of individual students.

Leaders describe 'thinking outside the box' to find solutions, especially when seeking to address student needs. Staff share a determination to remove barriers for every student and to promote a positive culture for learning. Leaders acknowledge every effort is made to effectively allocate available resources to maximise student learning, wellbeing and engagement. Resources are offered to students to provide access to professional health support, ensure they have the essential requirements for learning, and facilitate their participation in employment and tertiary study pathways. Students describe the willing support of their teachers and the passion of staff to help them succeed.



#### The college is recognised by local community members as actively working to be a supportive and valued asset for the local area.

Parents and caregivers are complimentary about the positive involvement of college staff in local community activities. Particular praise is directed towards leaders, who often take visible roles in community activities, including the Western Downs Futures Summit. Leaders articulate how partnerships focusing on future pathways are established with the local council to secure employment for students and members of the local community. The current traineeship program is viewed positively by staff, parents and students. Community members articulate the outcomes achieved extend beyond the school and contribute to a stronger local community.



#### Staff acknowledge the strong professional and peer relationships they share across the college.

Staff members articulate they enjoy the school's positive collegial culture. They comment that staff genuinely care about one another and their students. Leaders and teachers speak of the invaluable support and expertise of an external coach. Staff who have participated in coaching speak of the considerable professional growth and confidence they have gained. The principal actively models and encourages professional learning and has implemented supports to build the leadership capability of middle and aspiring leaders.

