

# Theebine State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Theebine State School** from **19 to 20 February, 2018**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Garry Lacey

Internal reviewer, SIU (review chair)

Cheryl Harvey

Peer reviewer



## 1.2 School context

<b>Location:</b>	Scrub Road, Theebine
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1889
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	6
<b>Indigenous enrolment percentage:</b>	nil
<b>Students with disability enrolment percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	n/a
<b>Year principal appointed:</b>	Term 4, 2017
<b>Full-time equivalent staff:</b>	1.4
<b>Significant partner schools:</b>	Woolooga State School, Gundiah State School, Gunalda State School, Bauple State School
<b>Significant community partnerships:</b>	Woolooga, Theebine, Gunalda and Gundiah (WTGG) Alliance, Kops in Kilts - Police Band, Theebine trivia night, Theebine Melbourne Cup Luncheon, end of term culminating day/afternoon tea
<b>Significant school programs:</b>	Rapid Reading, Words Their Way, Jolly Phonics



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, colleague teacher, specialist teachers in Health and Physical Education (HPE) and music, teacher aide, Business Manager (BM), ancillary staff member, four parents and six students.

Partner schools and other educational providers:

- Colleague principal in local cluster.

Government and departmental representatives:

- Two ARDs.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	School Opinion Survey
Headline Indicators (2017 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview report
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Cluster moderation process
School pedagogical framework	Roles and responsibilities document
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Parent Community and Engagement framework
Responsible Behaviour Plan	



## 2. Executive summary

### 2.1 Key findings

**Staff members at the school recognise the positive impact that partnerships with parents and the broader community have on enhancing student learning and wellbeing.**

This is demonstrated by the broad range of annual events in which the school engages including the annual ANZAC parade, end of term celebrations, Gympie Show, Kops in Kilts, trivia night, Melbourne Cup luncheon and the end of year school concert night. These activities provide opportunities for members of the community to be invited into the school and for the school to reach out to support important community events. Parents speak well of the important links the school maintains with the community.

**All staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.**

Students have an obvious sense of belonging and speak highly of their teachers and teacher aides and in the interest they show in their learning and wellbeing. The teaching team works hard to create and maintain a classroom environment that is supportive of students and conducive to learning. School staff members are enthusiastic and positive about their roles. They take pride in accepting, supporting and encouraging the learning, social and emotional development of all students.

**Strong networked relationships are fostered through the local Woolooga, Theebine, Gundiah and Gunalda (WTGG) cluster of schools.**

Principals and staff members from these four small, rural schools meet to support one another with curriculum development, moderation of assessment tasks, analysis of student data, professional learning and principal to principal mentoring. Principals undertake to attend face-to-face principal business meetings, curriculum planning and moderation processes each term. Many of these meetings have a professional learning focus. Sharing of curriculum, teaching and learning ideas and strategies are commonplace. The expertise of regional personnel provides support and leadership in some initiatives undertaken by the cluster.

**In 2018, the principal has established reading as the priority area for development through the school's Explicit Improvement Agenda (EIA).**

An EIA document is developed and details strategies to be implemented to improve reading outcomes for students. The principal articulates the implementation of the Big 6 framework as integral to supporting improved learning outcomes for students in this priority area. This framework will be supported by pedagogical strategies including the Daily 5 and the Gradual Release of Responsibility (GRR) model. The principal articulates that further time is required to embed these strategies into the repertoire of practice of the teaching team.



**The principal and teaching team members are committed to improving learning outcomes for all students.**

Targets and timelines are established to measure the success of the improvement agenda. These targets relate to the percentage of students who will receive a 'C' Level of Achievement (LOA) or better in English and the percentage of students who will achieve regional year level benchmarks in reading. The principal recognises the importance of developing processes for the teaching team to regularly monitor progress towards these targets and collaboratively identify strategies for continual improvement.

**The principal analyses school performance data over time and is aware of school trends in National Assessment Program – Literacy and Numeracy (NAPLAN) and other school-based assessments.**

The teaching team currently stores student learning data in a range of locations, including in paper-based formats. The teaching team is aware of recording data on OneSchool and the availability of the class dashboard. The principal and teachers meet informally on occasions to discuss student achievement data. In-depth discussions regarding trend data over time and the establishment of case management processes are less apparent. The principal acknowledges the need for the teaching team to meet regularly to discuss and interrogate student learning data.

**The principal and teaching team members express a commitment to implementing curriculum units relating to learning areas aligned to the Australian Curriculum (AC).**

The principal and teaching colleague are implementing curriculum units in English and mathematics that were previously developed in collaboration with other small school principals and the regional small schools' Head of Curriculum (HOC). The principal meets with other principals in the WTGG cluster for a day each term to engage in pre- and post-moderation activities and to confirm agreed strategies for implementing the collaboratively planned units. The principal is relatively new to the school and articulates a commitment to developing a stronger understanding of the local cluster's curriculum, assessment and reporting plans and processes, and the implications of this for teaching and learning at the school.

**The principal views the ongoing professional capability development of staff members as central to improving student learning outcomes.**

The principal has developed a professional learning plan that outlines broad learning opportunities including cluster networking, mandatory training, conference attendance, work shadowing and regional business forums. A more detailed professional learning plan that provides regular and timetabled opportunities for professional capability development for all staff members is yet to be developed. The principal recognises the need to further refine the school's Annual Performance Development Plan (APDP) process to ensure greater alignment with the school's priority areas for development.



**Staff members and students take pride in the manner in which the school is presented to the community.**

The school has well maintained grounds, gardens and buildings. The school presents as an extremely attractive environment in which to learn, work and play. Classrooms are inviting learning spaces with displays of school rules, student work and curriculum references that match the current curriculum work of students. It is obvious that ancillary staff members are integral to the concerted efforts undertaken to maintain this community asset.

**The professional culture at the school is positive with staff members exhibiting high levels of professional energy in the work they do at the school.**

The principal models expected professional standards and works alongside fellow staff members in all aspects of life at the school. Staff morale is positive with all staff members reporting they receive good support from their colleagues and from the principal in the conduct of their duties at the school.





## 2.2 Key improvement strategies

Define the agreed teaching practices relating to the school's EIA and work with the teaching team towards embedding these in classroom practice.

Monitor the implementation of the school's EIA and progress towards established targets that detail specific improvements sought in student performance.

Meet regularly with the school team to review student learning data and develop strategies for continuous improvement of student outcomes.

Develop a strong understanding of the local cluster's curriculum, assessment and reporting plans and processes, and the implications of this for teaching and learning at the school.

Enhance the school's professional learning plan to ensure continuous capability development in areas aligned to the school's priority areas and APDPs.