

# Tingalpa State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	9



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Tingalpa State School** from **23 to 25 November 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 Lead Principal 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

Lesley Vogan	Internal reviewer, EIB (review chair)
Amanda Wicks	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	Wynnum Road, Tingalpa	
<b>Education region:</b>	Metropolitan Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	460	
<b>Indigenous enrolment percentage:</b>	5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	4 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1050	
<b>Year principal appointed:</b>	2015	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, two Business Managers (BM), Head of Department – Curriculum (HOD/C), HOD – director French bilingual program, Students with Additional Needs (SWAN) teacher, Science, Technology, Engineering and Mathematics (STEM) mentor, mathematics extension teacher, wellbeing mentor, 15 teachers, 10 Learning Assistants (LA), two administration officers, 20 students and 25 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Deputy principal Brisbane Bayside State College, former principal Tingalpa State School, principal Moreton Bay Environmental Education Centre, Principal Education Officer (PEO) Queensland Curriculum and Assessment Authority (QCAA), Advisory Visiting Teacher (AVT) – inclusion, principal of Burpengary State School and principal Marshall Road State School.

Government and departmental representatives:

- State Member for Lytton and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Learning Enhancement Framework
Investing for Success 2020	Strategic Plan 2016-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School pedagogical framework	Learning and Wellbeing Framework
Governance Roles and Responsibilities	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Accreditation French Schools Abroad	School improvement targets
School based Assessment Data and Reporting Plan	Parent and Community Engagement Framework
School based curriculum, assessment and reporting framework	Planning Assessment and Report Flowchart
Charter for French Education Abroad	



## 2. Executive summary

### 2.1 Key findings

**The school expectations of ‘Cooperation, Attitude, Respect and Effort’ are clearly visible across the school.**

The principal and leadership team members acknowledge that the unique context of the school, the diversity of learners and the bilingual delivery of the Australian Curriculum (AC) and French National Curriculum influence school strategic decision making and human and physical resource allocations. A one school ‘harmonised’ Australian/French curriculum approach is underpinned by a deep belief of the importance of ‘knowing your learners’ and building a collaborative and capable team of teachers.

**The school has transitioned from a concerted focus on reading, replicating some of the successful strategies and pedagogies for implementing school expectations in the teaching of reading across to mathematics.**

School proficiency scales for mathematics, guided mathematics group, mathematics reasoning, thinking routines and visible learning feedback are the identified high-yield pedagogical practices that teachers are expected to apply in their classrooms when teaching mathematics. These expectations are included in the school professional learning plan, providing teachers opportunity to develop their practice and expertise in the teaching of mathematics. Teachers are able to describe how the expected practices are influencing their teaching of mathematics and impacting on student learning improvement.

**School staff express a commitment to the school and their students and understand the importance of the continuous improvement of their teaching practice.**

The school has developed a strong and highly valued process for sharing and building staff expertise through the establishment of year level Professional Learning Teams (PLT). PLTs meet every three weeks and provide opportunities for teachers and school leaders to engage with the school’s teaching and learning priorities. The implementation of many of the school’s key teaching and learning initiatives is organised through the PLTs. This includes regular data conversations, lesson observations, year level planning, professional reading, learning walks and case management.

**Staff members highlight the unique education challenges in relation to the bilingual programs offered at the school and speak confidently of their ability to support the learning needs of all students.**

The school has established regular calibration and moderation sessions to support teachers to engage with the AC achievement standards and to build capabilities to make consistent judgements regarding student achievement. The level of understanding of the full range of the AC varies across the school.





**The school has developed a complex and sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across all year levels.**

Over time, the school has developed a range of ways in which marking guides and assessments are written depending on the year level and the learning area. Team leaders and teachers utilise a range of strategies to develop and present the assessable elements of the AC and the associated task specific 'A–E' quality statements. The extent to which these marking guides consistently and accurately reflect the AC achievement standards varies within and across year levels and between learning areas.

**Teachers acknowledge that differentiation begins with knowing students and having high expectations that all students are capable of learning, when provided with the appropriate support.**

The school 'Planning Assessment and Reporting Cycle' documents junctures throughout the term when teachers are engaged in identifying student understanding and Level of Achievement (LOA) and opportunities to plan differentiating teaching episodes to meet the needs of students. Teachers, within PLTs, consider data, set targets for improvement, plan learning goals and learning walls, and case manage identified students. Teachers are scaffolded through these processes by their teaching partners and members of the leadership team. Teaching staff members utilise a differentiation matrix to record considerations for student learning. School leaders identify a variability of teacher capability in the different stages of planning and delivering differentiated learning experiences for the full range of students in their class.

**The school places a high priority on closely monitoring the progress of individual students and groups of students to enable teachers to meet their diverse learning needs.**

The principal is utilising 'Signposts for school improvement – Inclusive education' to lead reflection focused on inclusive practices across the school. Building a consistent understanding and approach to inclusive education within the whole school community is identified as an ongoing school priority agenda.

**Relationships across the community are highly valued and contribute significantly to the supportive and inclusive culture.**

Staff members are committed to providing a caring and nurturing educational environment. The school tone is calm and positive and classes are orderly and purposeful. The school values cultural diversity and this understanding is reflected in the French bilingual program and celebrations of Indigenous culture during National Aborigines and Islanders Day Observance Committee (NAIDOC) Week. Diversity is celebrated during events including Harmony Day, Bastille Day, assembly and learning celebrations.



**Students speak positively of the range of clubs and opportunities available to them during lunchtime, before and after school.**

A broad range of student leadership opportunities is available for students to develop and grow as school leaders. A comprehensive range of sporting opportunities, choir, instrumental music, and performing arts activities are offered to students. Students express their opinion is sought and valued in developing the school's strategic direction. Student leaders have a clear understanding of many of the pedagogical approaches teachers utilise to assist them with their learning.





## 2.2 Key improvement strategies

Provide a range of professional learning opportunities to broaden and deepen teachers' understanding of the AC.

Review and revise all school-developed marking guides, including all 'A-E' quality statements, to enable students to demonstrate, and teachers to report, the full range of achievement against the AC achievement standards.

Provide ongoing professional learning opportunities and support for teachers to build their capability in the different stages of planning and delivering differentiated learning experiences for the full range of students in their class.

Include a focus on inclusive education within the school strategic planning cycle to build a consistent understanding and approach to inclusive practices, across the whole-school community.