Tolga State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Tolga State School** from **12** to **14 June 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.

An action plan will be developed and submitted to the SIU 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

John Bosward	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer
John Enright	External reviewer

1.2 School context

Location:	Main Street, Tolga
Education region:	Far North Queensland Region
Year opened:	1895
Year levels:	Prep to Year 6
Enrolment:	329
Indigenous enrolment percentage:	11 per cent
Students with disability enrolment percentage:	2.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	995
Year principal appointed:	2013
Full-time equivalent staff:	21.63
Significant partner schools:	Atherton State High School, Atherton State School
Significant community partnerships:	Safety committee, Lions Club of Atherton Inc, Atherton Cluster of Educators (ACE) principal cluster, Tablelands Regional Council, Queensland Police Service (QPS), Queensland Ambulance Service, Queensland Fire and Emergency Services, Costa Berries, Atherton Country Women's Association (CWA) Branch, Returned and Services League of Australia (RSL) Atherton Sub Branch Inc, Mount Emerald Wind Farm, Atherton Men's Shed, Vocational Partnerships Group (VPG) Inc, Atherton Child Safety Service Centre, Tablelands Sexual Assault Service, Queensland Health
Significant school programs:	Choir, choric speakers, range of students using school colours in a variety of sports opportunities, Readers Cup, Global Tropics Future program, garden club for special needs students, District and Regional sporting events, International Competition and Assessment for Schools (ICAS), Tinaroo Environmental Education Centre – for gifted students in science

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting deputy principal, guidance officer, master teacher, students with disability teacher, nine teacher aides, Support Teacher Literacy and Numeracy (STLaN), 14 teachers, schools officer, two cleaners, tuckshop convenor, Business Manager (BM), 23 students, 52 parents and administrative assistant.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice president, secretary, and treasurer.

Partner schools and other educational providers:

- Principal Atherton State School, Director First Steps Early Childhood Learning Centre, Director Bluebird Early Education Centre, Atherton Kindergarten, and Principal Atherton State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2017-2020
Headline Indicators (Semester 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	Teachers Professional learning plan 2018
School budget overview	Curriculum planning documents
School improvement targets	School pedagogical framework
School Assessment Schedule	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

School staff members identify a common sense of purpose in helping students achieve the best possible learning outcomes.

Staff members support students to develop academically and as mature young citizens who actively participate in their community. This is reflected in their belief that all students are able to learn successfully when provided with appropriate support. Some parents and members of the wider community articulate that they appreciate the efforts of staff members in supporting students.

Teachers endeavour to meet the learning needs of all students within their class.

Teaching staff are able to discuss the ways they support students within their classrooms. Students are able to identify a range of strategies utilised by teachers to support them with their learning. Over time the school has provided opportunities for students to participate in a range of programs to enhance their learning and pursue their interests.

Students are aware of the school expectations of being 'safe, respectful and responsible learners'.

A Positive Behaviour for Learning (PBL) team regularly meets to analyse school data and develop responses to the data. The PBL team is working to develop systems and strategies that will support the consistent application of positive rewards for appropriate behaviour and consequences for inappropriate behaviour. At the time of the review, staff members, students and parents indicate that further refinements to school processes for dealing with inappropriate and appropriate behaviour are required to secure a safe, respectful and supportive environment for all students.

The leadership team is promoting a culture of collegial collaboration.

Staff members value the opportunity to be part of the school collaborative decision-making process. Staff currently express a cautious optimism for the development of a collegial culture built on mutual trust and support. Staff members indicate there is more work required to embed a culture of collegial collaboration within the fabric of the school.

All members of the school community recognise the importance of staff morale and wellbeing.

Members of the school community acknowledge that staff morale and wellbeing are essential in establishing and maintaining positive working relationships. Some staff members articulate the collegial support that they provide each other is highly valued. There is a willingness from staff members to implement strategies to improve current levels of staff morale.

Parents have high expectations for their child and the types of programs, facilities, support and management strategies they wish to see the school provide.

Conversations with parents, staff, students and community members indicate a desire to continue to build and enhance the sense of community and pride. Staff demonstrate an understanding of the importance of positive and caring relationships in fostering successful learning. Stakeholders acknowledge there is a need to build on parent and community confidence in the school's ability to cater for the needs of their child and provide a learning environment that is safe, respectful, tolerant and inclusive for all stakeholders.

The school's Explicit Improvement Agenda (EIA) outlines inclusivity as a priority focus area.

This focus is currently in the scan and assess phase with a stakeholder forum of staff members, parents and regional personnel planned for the near future. The principal identifies this agenda as crucial in developing a school culture that is safe, tolerant and inclusive of all students and families.

Student voice in promoting a positive learning environment is viewed as an important part of action planning for school improvement.

Data from the School Opinion Survey (SOS) is shared with members of the student council and students participate in an inquiry process to address concerns. A student suggestion box is now situated in the school library as a result of this process. Student leaders express a sense of pride in their position and the opportunity to be part of the decision-making processes of the school.

Teaching staff present their classrooms as welcoming and inviting places for students to learn.

Artefacts to support student learning and displays of student work are apparent in classrooms. The school grounds are attractive and well presented. Ancillary staff members take pride in their work to maintain the school environment. The school's gardens are maintained by volunteers and add significantly to the aesthetic appeal of the school grounds.

2.2 Key improvement strategies

Consistently implement, embed and monitor agreed PBL processes across the school.

Build school systems and processes that support a collaborative and collegial school culture based on mutual trust and wellbeing.

Collaboratively develop, implement and monitor strategies that promote staff wellbeing and maintain high levels of staff morale.

Develop and implement strategies to build on parent and community confidence in the school's ability to cater for the needs of their child and provide a learning environment that is safe, respectful, tolerant and inclusive for all stakeholders.

Progress the review of inclusive school practices to actions that will build staff and community understanding of and expectations for 'inclusivity' at the school.