

Talara Primary College

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	6
1.4 Supporting documentary evidence.....	7
2. Executive summary.....	8
2.1 Key findings.....	8
2.2 Key improvement strategies	11



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Talara Primary College** from **3 to 6 September, 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)
Gayle Alessio	Peer reviewer
Tony Maksoud	Peer reviewer
Raelene Fysh	External reviewer

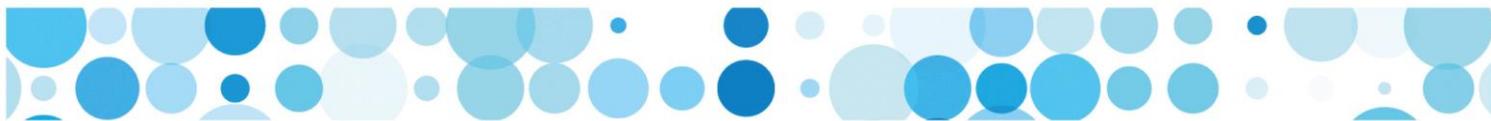


1.2 School context

Location:	Talara Street, Currimundi
Education region:	North Coast Region
Year opened:	1998
Year levels:	Prep to Year 6
Enrolment:	1125
Indigenous enrolment percentage:	4.3 per cent
Students with disability enrolment percentage:	3.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1037
Year principal appointed:	2002
Full-time equivalent staff:	80 (67 full-time equivalent)
Significant partner schools:	Caloundra Coalition of State Schools (CCSS), Meridan State College, Currimundi State School, Caloundra State School, Golden Beach State School, Kawana Waters State College, Caloundra State High School
Significant community partnerships:	School Council, Parents and Citizens' Association (P&C), 2018 Winter Sun Festival, Caloundra Coalition of State Schools, Helping Hands Outside School Hours Care (OSHC), Salvation Army Doorways program, Child and Youth Mental Health Service (CYMHS) South East Queensland (SEQ) Ed-LinQ – The Student Welfare and Emotional Lifelong Learning (SWELL), University of the Sunshine Coast (USC) – including awards, The State University of New York (SUNY) Cortland United States of America (USA), Italian community, Queensland Police Service (QPS) - Cybersafety, Adopt-a-Cop, road safety visits, Prep visits, Ozcare Year 3 visit program, numerous local businesses including DeeJay Property Group, Henzells Agency, Sunshine Toyota, Currimundi Dental, Commonwealth Bank



Significant school programs:	<p>CARE – driven by values education including the Attributes for Lifelong Learning and the You can Do It! (YCDI) program deeply embedded</p> <p>The school’s commitment to the whole child and the significant range of extracurricular and extension opportunities provided by staff</p> <p>Performing Arts program - 350 students including a Dance Excellence and Drama Excellence program, awarded at regional and state levels in primary and secondary categories (2013 – 2018). Opened Australian Dance Festival Sydney 2015 - only primary school ever to do so</p> <p>Extension and Enrichment Programs including Maths Infinity, Online Impact, Solid Pathways, Makers Club, Robotics, SEED – the school won the State Tournament of Minds Maths and Engineering division (only primary school to represent QLD at National titles five times)</p> <p>Systematic formalised teacher feedback model against agreed minimum expectations in core teaching areas</p>
-------------------------------------	--



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, two Heads of Curriculum (HOC), Head of Special Education Services (HOSES), Business Manager (BM), two Support Teachers – Literacy and Numeracy (STLaN), two guidance officers, Speech Language Pathologist (SLP), 45 classroom teachers, two Italian language teachers, performing arts teacher, two physical education teachers, three STRiving towARds Success (ST.AR.S) teachers, two Early Childhood Development Program (ECDP) teachers, 23 teacher aides, school chaplain, four administration staff, tuckshop convenor, 157 students, students from Science, Technology, Engineering and Mathematics (STEM) club, 27 student leaders, literacy team, 52 parents, wellbeing team, STEM team, mentors in e-learning, numeracy, literacy, and enrichment and extension.

Community and business groups:

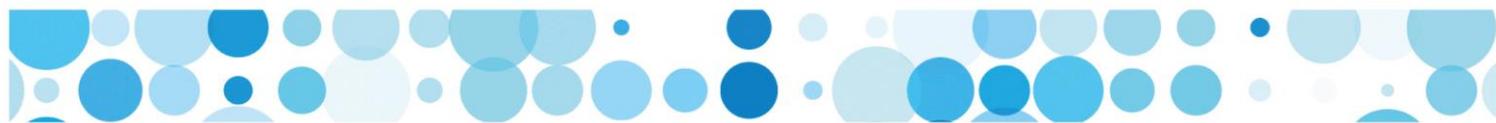
- Six members of Parents and Citizens' Association (P&C), two members of school council, member of the Italian community and practicum student, two Indigenous community members, social worker Salvation Army Doorways program, Director Teaching and Learning Internship program and two interns from SUNY and coordinator Helping Hands OSHC program.

Partner schools and other educational providers:

- Director local early learning centre and executive principal and deputy principal Meridan State College.

Government and departmental representatives:

- State Member for Kawana and Assistant Regional Director (ARD).



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Key Deliverables document 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation planner
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	Observation profiles in writing, reading, word study and mathematics
Talara benchmarks for grouping students document	Differentiation Planning Cycle and Class data maps
Parent and Community Engagement Framework	



2. Executive summary

2.1 Key findings

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

This vision is maintained and enhanced through collaborative strategic planning processes, strong school leadership, the work of committed staff members and a supportive school community. The school's motto '*Excellence in Education*' is promoted through the high levels of professional energy of school staff and their strong commitment to the learning and wellbeing of all students. Parents express the view that the professionalism and dedication of staff are strongly valued within the community.

There is a strong collegial culture of mutual trust and respect amongst teaching staff and leadership team members.

The college is committed to maintaining high standards in all areas. It is well served by highly professional, caring, dedicated and committed staff members who are generous with their time, supporting each other to ensure all students succeed. There is a constant focus on teaching and learning that is embedded in the culture of the college. It is supported by an effective leadership team that provides ongoing learning opportunities for teachers to develop their skills, knowledge and dispositions necessary to teach to high standards.

There is a strong commitment from staff members to the wellbeing and learning progress of each student.

The college's expectations of '*Care for yourself, Care for others, Care for your school and Care for your learning*' are highly visible throughout the college and contribute to high standards of student behaviour. Staff members articulate an understanding of the importance of positive and caring relationships as essential to successful learning, and work to build mutually respectful relationships with their students. Students have a strong sense of belonging in their classrooms and in the school more broadly.

The leadership team has identified three priority areas for collective implementation in 2018.

The priority areas include 'Write Way' – enhancing student learning outcomes in writing, a focus on Science, Technology, Engineering and Mathematics (STEM) and 'Engaging the Whole Person' – enhancing wellbeing. The school's Explicit Improvement Agenda (EIA) is currently broad in nature with some teachers expressing the need for more time to effectively embed expected practices. The EIA could yet be further refined to have a narrower and sharper focus in addition to continuing to support teachers in effectively implementing expected practices in their classrooms. Processes to closely monitor the implementation of the school's EIA in terms of student outcomes and progress towards aspirational school targets are yet to occur on a regular basis.



College leaders articulate a belief that reliable and timely data regarding student outcomes is crucial to the college's improvement agenda.

Teachers have commenced the process of meeting in Professional Learning Communities (PLC) whereby discussions and analysis of student reading data occur through reference to the 'Digging into Reading Tracker' (DIRT) process. Case management processes are undertaken in an endeavour to enable deeper discussions of data and implications for learning. Other opportunities for teachers to engage in discussions of achievement data is provided through Professional Development and Planning Days (PDPD). The leadership team recognises the importance of continuing to develop a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time.

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

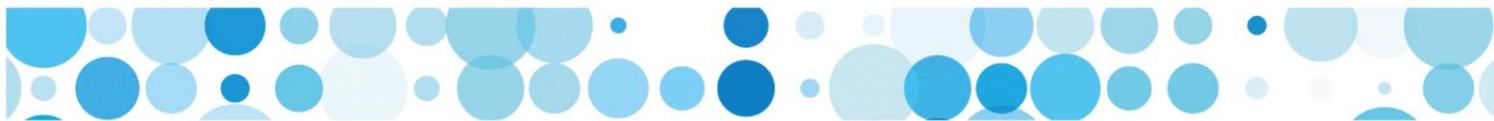
The school has commenced the move away from strict adherence to Curriculum into the Classroom (C2C) units. Some year levels have trialled developing integrated units. Teachers are supportive of the proposed plan to re-invent curriculum units at the school and are excited at the prospect of moving away from the previously strong reliance on C2C units. The leadership team expresses a desire to continue to develop and adapt curriculum units aligned to the AC that are increasingly locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Teachers are working towards developing classroom cultures that promote intellectual rigour and 21st Century learning experiences.

STEM is being progressed as a strategy with a dual focus on developing the capability of staff and students. Professional learning opportunities have been offered to staff through practical workshops, coaching and mentoring, and online learning with the recently established Digi Café. Staff report they are working through curriculum planning to address the general capabilities of the AC particularly in critical and creative thinking. School staff members are committed to further developing the culture of innovation and inquiry whereby creative exploration and independent learning are valued within classroom learning programs.

The college staff have a strong belief that every student is capable of successful learning when provided with appropriate and timely support.

The college has commenced the process of reviewing its current practices relating to students with disability and other students with diverse needs. The wellbeing team has created a credo for supporting diversity and inclusion. This team is in the process of developing strategies to promote inclusive practices across the college and review their models of practice. The leadership team is committed to implementing a Model of Inclusion that reflects a multidisciplinary approach for support, intervention and extension across the college.



The college offers a broad range of learning experiences that provide students with opportunities to develop their skills in academic, sporting and cultural areas.

College staff members offer a range of lunchtime, after-school and before-school activities for students. Some of these include drama, dance, choir, skipping, bands, chess, STEM, Italian, singing, robotics, sporting opportunities, kilometre club and Tournament of the Minds. Interschool sport is offered to students in Years 4 to 6 on a fortnightly basis. The Arts is strongly promoted by providing students with learning opportunities in music, dance, drama and the visual arts. The school offers an Italian language program to all students from Prep to Year 6. Students express appreciation at the time teachers take to provide them with these co-curricular learning experiences to develop their skills in areas of enthusiasm or interest.

A college process for providing assistance to students who require additional support is established.

The Support Teachers Literacy and Numeracy (STLaN) gather a range of data to create a class data map. Class teachers meet with a STLaN to discuss and analyse this data, co-create an intervention plan identifying students for intervention aide support and initiate appropriate support plans and actions to meet individual student learning needs. Teacher aides implement small group and individual support programs as directed by STLaNs and class teachers. Close monitoring of student progress for the range of students requiring additional support with their learning through this cycle occurs.

Parents and community members report that the college is well regarded within the local community and is a preferred choice for the enrolment of students.

The college actively seeks ways to enhance student learning and wellbeing through the development of very strong college and community partnerships. Through partnering with parents and families, other education institutions, local businesses and community organisations, the college engenders support and access to resources and services, which contributes positively to opportunities for students. The college leadership team has developed a targeted approach in improving community partnerships and college identity.



2.2 Key improvement strategies

Further refine the EIA to have a narrow and sharp focus; use data to monitor the effectiveness of implementation and regularly measure success against established school targets.

Continue to build a culture of self-evaluation and reflection amongst teachers that enables deeper discussions of data, monitors progress over time and includes case management processes.

Continue to develop and adapt curriculum units and assessment tasks aligned to the AC that are locally contextualised and quality assured for balance and coverage against content descriptions and achievement standards.

Create a culture of innovation and inquiry whereby creative exploration and independent learning are valued within classroom learning programs.

Enact the school's vision for inclusion and diversity to work towards embracing contemporary beliefs and practices that meet the needs of all students.