

Tanduringie State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing Stakeholders	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Tanduringie State School** from **18 to 20 July 2022**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Len Fehlhaber

Internal reviewer, SRR (review chair)

Jenny Watson

Peer reviewer



1.2 School context

Indigenous land name:	Wakka Wakka
Location:	Tanduringie School Road, Maidenwell
Education region:	Darling Downs South West Region
Year levels:	Prep to Year 6
Enrolment:	21
Indigenous enrolment percentage:	9.5 per cent
Students with disability percentage:	11.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1003
Year principal appointed:	2022 – acting



1.3 Contributing Stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, 14 students, one teacher aide, guidance officer, Business Manager (BM), Parents and Citizens' Association (P&C) president and three P&C representatives.

Community and business groups:

- Maidenwell Queensland Country Women's Association (CWA) president, Maidenwell Trading Post, Australia Post representative, Stanwell Corporation representative and Maidenwell Community Group president.

Partner schools and other educational providers:

- Principal of Blackbutt State School, principal of Nanango State High School and director of Childcare and Kindergarten (C&K) Yarraman and District Community Kindergarten Association.

Government and departmental representatives:

- Deputy Mayor of South Burnett Regional Council and ARD.



2. Executive summary

2.1 Key findings

The school promotes a happy, safe, personalised learning environment reflective of the vision ‘*Every Child, Every Day*’ and the mantra ‘*small school, big heart*’.

The school’s mantra and vision are showcased through the positive atmosphere amongst students and staff, and the strength of support from parents and community members. Parents, community members and staff speak of their investment in supporting students to become the best they can be. Parents and the community express a strong sense of trust in the school staff and support for staff and students to promote learning and wellbeing.

The principal and teaching staff are committed to implementing quality curriculum across all subject areas.

The school has a sequenced whole-school curriculum, assessment and reporting plan for delivery of the Australian Curriculum (AC). Units of work are modified to enable student progress, with a focus on student engagement. Co-planning between the principal and teacher is conducted at planning days and informally throughout the teaching and learning cycle, providing consistency of practice and an opportunity to discuss student achievement and interventions. The principal and teacher work closely with teacher aides to deliver the curriculum, with adjustments made for students as required to personalise learning.

The principal and staff members describe their commitment to improving the quality of teaching and learning throughout the school.

The principal describes a passion for understanding students and articulates that they are continuously seeking ways to espouse the school motto of ‘*Good Better Best*’ and improve learning outcomes for all students. The principal acknowledges the need to maintain a narrow and focused Explicit Improvement Agenda (EIA) to increase student achievement and ensure shared understanding by all staff and the community.

Quality curriculum units have been developed and adapted to suit student need.

Development of curriculum units includes backward mapping of units of work and the development of year and/or band plans, which are regularly monitored and reviewed. The principal and teacher are working to adapt the curriculum plan to cater for the current class model and express an intention to review and refine the whole-school curriculum, assessment and reporting framework, aligned with the current classroom model.

The principal indicates that analysis of data has a strong link to ‘knowing the learner’.

The principal identifies that analysis and discussion of data on student academic outcomes, behaviour, wellbeing and attendance is fundamental for planning the next steps in learning for individual students. Informal data conversations are held regularly with school staff. The principal has identified that regularly scheduled, formalised data teaching and learning meetings may be valuable as part of the intentional collaboration processes. They indicate a



belief that these would increase staff understanding of student progress and assist adjustments to curriculum and pedagogy to meet individual student need.

Staff are committed to a culture of inclusivity and strive to ensure that all students are provided with every opportunity to succeed.

The principal articulates that staff base their teaching decisions on knowledge of the student, their prior learning and their unique personality. They articulate an intention to further develop case management processes to ensure adjustments are made to teaching in response to data collected over time. The principal expresses an intention to ensure that case management practices are research-based and understood by all staff.

The principal recognises the development of staff into an expert team as central to improving learning and wellbeing outcomes for students.

The principal articulates a strong understanding of the strengths and professional needs of all staff and describes an intention to progressively introduce a contextualised process for the provision of regular coaching and feedback to all staff members. They articulate that the establishment and implementation of an agreed collegial engagement process with the principal as instructional leader is as a natural next step.

The principal recognises the importance of ensuring clear alignment between student achievement, school priorities and the allocation of human and financial resources.

The principal plans for the effective use of human, financial and facility resources to meet community expectations and EIA priorities. The strategic use of resources addresses the learning and wellbeing needs of the full range of students and supports staff members to develop and effectively deliver teaching and learning programs. The principal articulates that a recent strategic decision to change from a two to one classroom model provides an opportunity to effectively utilise teaching and teacher aide resources for students in addition to enhancing collegial engagement and Professional Development (PD) of all staff through this model.

Strong, long-standing school community partnerships are an integral part of the school culture.

Traditions established by the school are highly valued by the wider community and provide opportunities for students, staff and parents to build connections, and contribute to student learning and wellbeing, and the ongoing culture of the community. Parents and staff speak highly of the school's important role within the local community. Community members express strong satisfaction with the role of the school and the quality of the education students receive.



2.2 Key improvement strategies

Maintain a narrow and focused EIA to increase student achievement and ensure a shared understanding by all staff and the community.

Review and refine the whole-school curriculum, assessment and reporting framework, aligned with the current classroom model.

Formalise data, teaching and learning conversations to monitor evidence of improvement over time in a range of areas across the school.

Further develop and implement a case management process, including use of data with strategic collaboration to develop individual teaching and learning strategies for students.

Collaboratively develop and implement an agreed and school-specific model of observation and feedback for staff, in line with school priorities.