

# Texas P-10 State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Texas P-10 State School** from **19 to 21 August 2019**.

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

### 1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Sue Cannon	Peer reviewer
Garth Hunt	External reviewer



## 1.2 School context

<b>Location:</b>	Flemming Street, Texas
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1887
<b>Year levels:</b>	Prep to Year 10
<b>Enrolment:</b>	168
<b>Indigenous enrolment percentage:</b>	12.5 per cent
<b>Students with disability enrolment percentage:</b>	3.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	965
<b>Year principal appointed:</b>	2019 – acting
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	13.49
<b>Significant partner schools:</b>	Stanthorpe State High School
<b>Significant community partnerships:</b>	Wrigglers & Giggles Child Care Centre, Texas and District Kindergarten Association Inc, Texas Multipurpose Health Service
<b>Significant school programs:</b>	Smash Up, Crunch & Sip



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD), Business Manager (BM), Student Support Teacher (SST), 13 teachers, six teacher aides, schools officer, three cleaners, administration officer, School-Based Youth Health Nurse (SBYHN), chaplain, 25 students and nine parents.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives and five community partners.

Partner schools and other educational providers:

- Primary partner school principals.

Government and departmental representatives:

- Community Development Officer Goondiwindi Regional Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
School Opinion Survey	School budget overview
OneSchool	Curriculum planning documents
Professional development plan 2019	School differentiation plan or flowchart
School improvement targets	Annual professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School-based curriculum, assessment and reporting framework	Headline Indicators (April 2019 release)



## 2. Executive summary

### 2.1 Key findings

#### **The school is motivated by the belief that all students are capable of successful learning.**

The school has a team of enthusiastic, dedicated and professional teaching and non-teaching staff who share responsibility for student learning and success. Parents and community representatives consistently articulate that staff members are welcoming, approachable and supportive, exhibiting great care and concern for all students. Many parents comment on the strong sense of inclusion for all students and families. Positive, inclusive and caring relationships between students, staff and parents embody this school's learning culture.

#### **The school works to create an attractive and stimulating environment that supports and encourages learning.**

The school is a Positive Behaviour for Learning (PBL) school and identifies three school rules '*Be safe, Be responsible, Be respectful*'. The learning environment is calm and ordered, with minimal learning time impacted by behavioural needs. The school has visually attractive and stimulating classroom environments that support and encourage learning. Teachers, students and parents speak of ongoing high levels of student engagement and performance over the past four years, and attribute this improvement to consistency regarding recognition and management strategies.

#### **School leaders are committed to the development and implementation of a strategic whole-school approach to improving student learning outcomes.**

The explicit improvement focus for 2019 is described as consolidation of a whole-school approach to teaching of the Australian Curriculum (AC). Teachers and leaders indicate that a clear narrative regarding the intent and scope of the improvement agenda is yet to emerge. Some staff suggest that a more collaborative approach to the establishment of improvement initiatives would enhance ownership and commitment across the school.

#### **School leaders attribute a high priority to the establishment of consistent school planning processes through a shared vision for curriculum practice.**

Individual teacher year level unit and lesson planning, and preparation of curriculum resources are apparent. Planning processes currently reflect some variation across the school. School leaders acknowledge the need for a consistent and collaborative school planning processes that support staff development of curriculum units, aligned to the AC, that are accessible, engaging and challenging for all students.



**School leaders recognise that consistent delivery of quality teaching practices is critical to improving student outcomes.**

The school has identified their signature pedagogy as the Archer and Hughes<sup>1</sup> model of Explicit Instruction (EI). This model of teaching was first implemented at the school in 2011. Levels of understanding of and engagement with this model vary amongst staff members. Teachers speak with varying degrees of confidence regarding their implementation of EI. The principal and the leadership team acknowledge the need to revisit the school's pedagogical framework as part of the next strategic planning cycle to ensure that the agreed school-wide pedagogical approaches for teaching and learning are clear and embedded in all classrooms across the school.

**School leaders and staff are highly committed to the continuous improvement of their teaching.**

A draft coaching, mentoring and feedback framework has been developed to structure and drive collegial engagement and reflective practices. Teachers speak of some formal observation and feedback processes conducted over past years. Teaching staff members are able to currently request feedback on their classroom practices from school leaders. Some teachers express a desire for additional access to coaching, feedback and opportunities to watch each other work and participate in modelling, coaching and feedback cycles.

**The school is a valued community member and enjoys a reputation of being a significant partner in the local community.**

The school has established partnerships with families, local businesses and community organisations with the purpose of improving outcomes for students. Student involvement in community events including the Texas Show and Dawn Service on ANZAC Day is appreciated. The local community members support and speak highly of the school, recognising high levels of parent and community confidence in the school.

**The Parents and Citizens' Association (P&C) is an active parent body that focuses on the learning needs of the students who attend the school.**

The focus of fundraising for the past four years has been to install a bore to ensure that there will always be student access to grassed playing areas at the school. This project is now in operation and grass is beginning to grow. Primary school students discuss their plans for the vegetable gardens that are being prepared.

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<sup>1</sup> Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York, NY: Guilford Press.





## 2.2 Key improvement strategies

Collaboratively refine and clarify the scope of the identified Explicit Improvement Agenda (EIA) to enhance school-wide understanding of, commitment to, and communication of identified priorities.

Develop an agreed school collaborative planning process to support staff development of curriculum units, aligned to the AC, that are accessible, engaging and challenging for all students.

Clarify the role of the pedagogical framework in improving student learning outcomes by consistent delivery of quality teaching practices.

Systematically implement agreed whole-school structures to enable teachers to watch each other work and participate in modelling, coaching and feedback cycles in relation to the school's signature pedagogy.