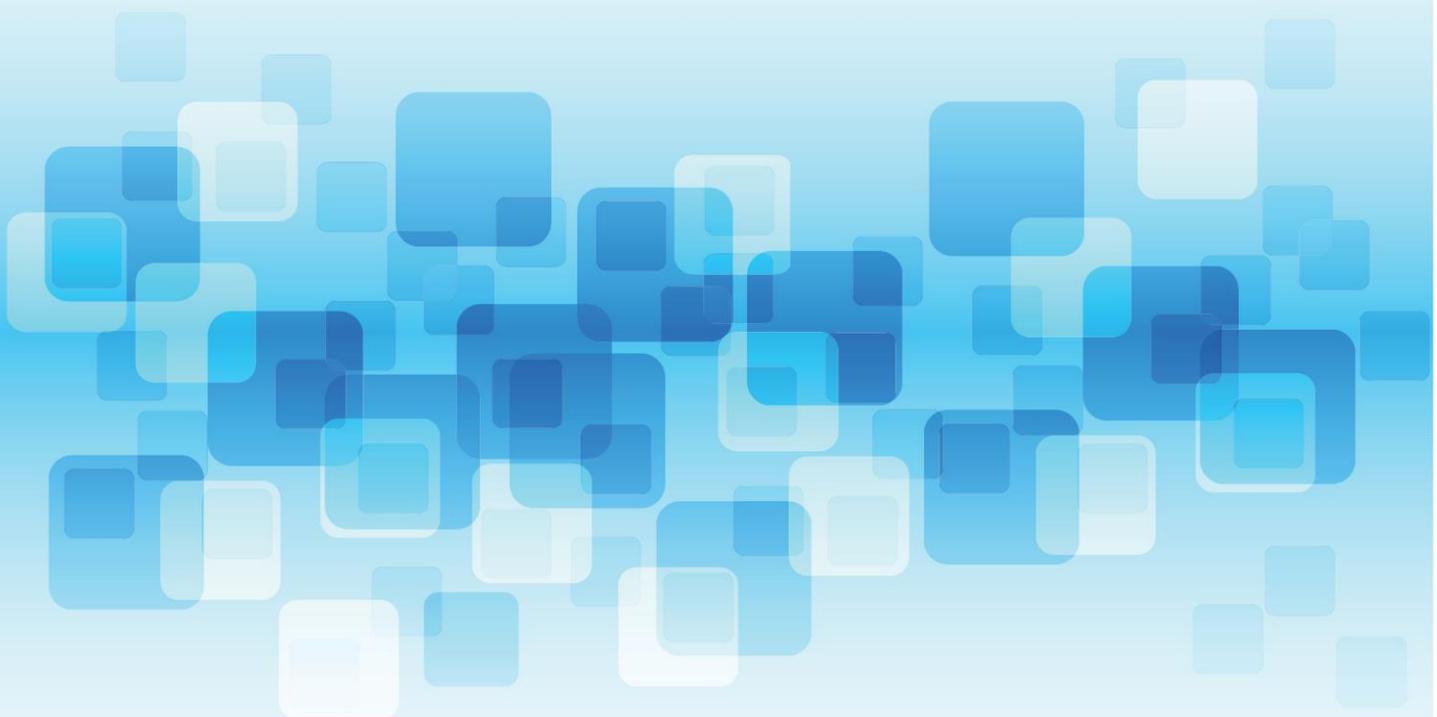




School Improvement Unit Report

Texas P-10 State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Texas P-10 State School from 1 to 3 September 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	1 Flemming Street, Texas
Education region:	Darling Downs South West
The school opened in:	1887
Year levels:	Prep to Year 10
Current school enrolment:	201
Indigenous enrolments:	11.4 per cent
Students with disability enrolments:	5.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	969
Year principal appointed:	June 2011
Number of teachers:	21
Nearby schools:	Macintyre Cluster of Schools, Granite Belt Community of Schools
Significant community partnerships:	Texas Kindergarten, Wrigglers and Giggles Day Care Centre, Goondiwindi Regional Council
Unique school programs:	Quality School Inclusive Leaders (QSIL2), School Wide Positive Behaviour for Learning



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principals Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Head of Department (HOD)
 - 16 teachers
 - 15 ancillary staff
 - Principal of Stanthorpe State High School
 - Parents and Citizens' Association (P&C) president and eight parents
 - Eight community members
 - David Hayward, Goondiwindi Regional Council

1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Christine Dolley	Peer reviewer
Bob Cole	External reviewer



2. Executive summary

2.1 Key findings

- The principal and school leadership team have developed, documented and drive a broad school improvement agenda focused on literacy, numeracy, attendance and student wellbeing.

Staff are united and committed to the current agenda. Some teachers expressed a desire to consolidate the current agenda before shifting attention to the next priority.

- School leaders and staff regard reliable data on student outcomes as crucial to the school's improvement agenda.

The school has established and is implementing a comprehensive, systematic process for the collection, analysis and use of a range of student achievement and wellbeing data to inform teaching and learning.

- Significant time, effort and resourcing in recent years have resulted in a learning environment that is highly beneficial to student success.

Staff, students and parents have a strong sense of ownership and pride in their school. Relationships across the school at all levels appear to be strong and productive. Student behaviour is exemplary due to consistent implementation of Positive Behaviour for Learning (PBL) by all staff. School disciplinary absences are minimal.

- Teachers and school leaders demonstrate a strong commitment to professional learning in order to enhance teaching and leadership capability.

A wide range of professional development aligned with the school priorities is provided to staff. School leaders have identified coaching and mentoring as the next step for teacher growth and development.

- The school has a clearly documented coherent whole-school plan for curriculum delivery based on the Australian Curriculum and other systemic documents.

Curriculum into the Classroom (C2C) units are the basis of the curriculum design and these are adapted to suit the local context and student needs.

- A detailed pedagogical framework, based on Explicit Instruction, describes assessment, curriculum intent, sequencing of teaching and learning and productive classroom environments.

Explicit Instruction is embedded in classroom practice with clear and consistent displays and practices evident throughout the school. School leaders demonstrate a strong conviction that improved teaching is the key to improved student learning.



- The principal takes an entrepreneurial approach to the strategic development of partnerships within the community.

The principal and school staff are highly respected within the broader community. Many community members commented on significant improvements in the school in recent years.



2.2 Key improvement strategies

- Review, monitor and embed a sharp and narrow school improvement agenda ensuring it is consistently implemented across all year levels.
- Quality assure the implementation of the school's improvement agenda through a systematic, school-wide approach to coaching, mentoring, observation and feedback.
- Develop professional learning communities to focus on short and long-term data interrogation and sharing of teaching strategies to ensure individual students' needs are being explicitly addressed.
- Engage students more deeply in their own learning through the development and monitoring of personal learning goals.
- Extend the Positive Behaviour for Learning work through school wellbeing programs that build confidence and aspiration in Texas students and families.