School Improvement Unit
Report

Mount Tarampa State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Mount Tarampa State School from 26 to 27 April 2016. 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: | 9 Profkes Road, Mount Tarampa |
| Education region: | Metropolitan Region |
| The school opened in: | 1906 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 41 |
| Indigenous enrolments: | 17 per cent |
| Students with disability enrolments: | 2.4 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 986 |
| Year principal appointed: | 2004 |
| Number of teachers: | 2.4 (full-time equivalent) |
| Nearby schools: | Lowood State School, Coominya State School, Minden State School, Lowood State High School, Clarendon State School, Prenzlau State School, Patrick Estate State School |
| Significant community partnerships: | Bendigo Bank, Little Athletics |
| Unique school programs: | Vegetable gardens and poultry. |
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 Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Four teachers
  - Three teacher aides
  - Chaplain
  - Administration officer
  - Eight parents
  - 20 students
  - State Member for Nanango, Ms Deb Frecklington MP

1.4 Review team

Peter Doyle Internal reviewer, SIU (review chair)
Bert Barb Internal reviewer
2. Executive summary

2.1 Key findings

- The school community have established a warm and inclusive learning environment, where children are encouraged and welcome at school.

  The school environment is bright, attractive and enhanced with vegetable gardens, poultry, and withdrawal spaces. The positive tone of the school reflects a school-wide commitment to successful learning for all students.

- The school supports the community through the provision of resources for learning.

  Each child in the school is given a weekly homework book pack consisting of a reading book, word games, sight words, comprehension questions and a DVD featuring the principal reading and asking questions of the students.

- The school has a documented curriculum overview that outlines what and when teachers should teach.

  A comprehensive documented whole-school curriculum plan aligned with the achievement standards of the Australian Curriculum (AC) is yet to be developed. There is limited evidence of processes to monitor the vertical alignment of curriculum for continuity and progression of learning across the years of school. The school is multi-age with changing class formation based on numbers that complicates curriculum delivery.

- Parents value the support and attention given to individual students.

  There is a strong belief that although students are at different stages and rates of learning they will be successful learners if provided with tailored learning sequences and appropriate support.

- The school is extensively resourced across all areas.

  All students are allocated a laptop computer and have access to iPads.

- Students have learning goals in the priority area of reading.

  Students have individual reading goals and know the level they are working towards. They are less clear about the reading strategy they are working on to achieve the goal.

- The principal is leading processes to ensure that teaching staff and teacher aides identify and address the individual learning needs of every student including high achieving students in the multi-age context.
There is a strong belief that although students are at different stages and rates of learning they will be successful learners if provided with tailored learning sequences and appropriate support. Some students report that they would like to engage in more challenging learning tasks.

- Staff members have identified that they are receiving informal feedback about how they are performing within their different roles.

Formal feedback and observation strategies are yet to be developed.
2.2 Key improvement strategies

- Review and update the whole school curriculum plan to reflect the Australian Curriculum (AC) and P to 12 Curriculum Framework.

- Develop and implement processes to monitor the intended curriculum is enacted to ensure horizontal and vertical alignment of curriculum delivery.

- Further develop student goal setting and feedback processes.

- Investigate methods of teacher observation and feedback in a small school setting.

- Engage the high achieving students in a range of more challenging tasks.