

Tieri State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Tieri State School** from **22 to 23 April 2021**.

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

1.1 Review team

Bert Barbe

Internal reviewer, EIB (review chair)

Mark Pennycuik

Peer reviewer



1.2 School context

Location:	Bottlebrush Lane, Tieri	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	101	
Indigenous enrolment percentage:	15.84 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10.77 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	988	
Year principal appointed:	Term 4 2019 – permanent	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, support/Humanities and Social Sciences (HASS) teacher, three teacher aides, Business Manager (BM), guidance officer, Speech Language Pathologist (SLP), 12 parents and 12 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, Glencore representative and DBS Child Care Centres – Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Capella State High School principal, Clermont State School principal, Centre for Learning and Wellbeing (CLAW) principal, Indigenous Pathways and Partnerships Coordinator (IPPC).

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Professional learning plan 2021	School Data Profile (Semester 2 2020)
School improvement targets	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	School newsletters and website
School Opinion Survey	Student Code of Conduct
Headline Indicators (October 2020 release)	P-6 curriculum, assessment and reporting framework (3 levels)



2. Executive summary

2.1 Key findings

The principal has established and is driving an Explicit Improvement Agenda (EIA) for the school.

The principal articulates a clear focus on improvements in student achievement. Staff members are united and committed to improving learning outcomes for every student. The school motto is '*Strive for Success*', with the evolving catchphrase of '*Everyone Everyday Striving for Success*'.

The principal has ensured that wellbeing and the positive and supportive tone of the school have been the focus of the past year's work.

A high level of trust between staff members has emerged. The trust between teaching staff members is demonstrated through the collaborative establishment of a collegial engagement framework. Staff and community members express appreciation for the caring and supportive approach of the principal and the positive leadership of the school. All staff members value the mutual trust and collegiality that has been established.

A documented process for four-phase moderation is developed.

The school participates in an external moderation process with a like school. All teachers are involved in moderation. The principal and teachers identify the need for moderation practices to be strengthened and embedded across the school.

The principal articulates the belief that improved teaching is the key to improved student achievement.

The principal takes personal responsibility for driving quality teaching at the school. Staff members recognise the importance of, and are open to, understanding and implementing high quality teaching methods. The principal identifies the next step for staff members is to explore a range of research regarding appropriate pedagogies to engage and extend learning for all students.

The principal has prioritised the documentation of support for students with diverse learning needs.

This year the support teacher has focused the first term on gathering evidence, observing and planning for appropriate levels of support for all identified students. Personalised Learning Plans (PLP) are currently being collaboratively developed. Individual Curriculum Plans (ICP) have been documented for a small number of students, in consultation with parents and staff members. This is recognised as an area for ongoing development.



Positive Behaviour for Learning (PBL) processes have been introduced this year.

Staff members are currently undertaking Professional Development (PD) to enable consistent positive behaviour practices to be embedded school-wide over time. The Student Code of Conduct incorporates the PBL framework and has been developed collaboratively, providing teachers and students with a framework for maintaining a safe and supportive school environment.

The principal has introduced strategies to further develop staff in the key areas of curriculum unit planning, delivery and moderation of summative assessments.

The principal is beginning the Annual Performance Review (APR) process including the development of Annual Performance Development Plans (APDP) with staff to identify and target specific strengths and areas for development. The principal meets with staff members to identify and target specific strengths and areas for development to document APDPs. This process aligns with the school's improvement agenda, providing strategies to further strengthen staff member capability.

The school has established and maintains a strong partnership to enhance learning opportunities for students transitioning to the local high school.

A strong partnership is developing between the school and Capella State High School. The two principals work closely to align PBL processes and curriculum across the two schools. Specialist teachers from the high school visit the primary school, conduct lessons and engage with students as part of the primary school transition program. This relationship is establishing the high school as a secondary school of choice for the community.

The school and community are committed to supporting students in developing strong foundation learning skills.

Staff members work to provide challenging, motivating and positive learning experiences for all students. Interactions between staff members, students, parents and families are caring, polite and inclusive. Students and staff members display an obvious sense of belonging and pride in the school and visitors are made to feel welcome.



2.2 Key improvement strategies

Embed the school moderation plan into practice and support this with PD for teachers.

Collaboratively explore, document and implement the agreed consistent pedagogical approaches for the school.

Strengthen whole-school processes for PLPs and ICPs to support all learners.

Use PBL training and processes to embed consistent positive behaviour across the school.

Complete the school APR process, ensuring authentic outcomes for all staff members.