

# Thornlands 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 **Thornlands State School** from **31 May** to **2 June 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

Lesley Vogan	Internal reviewer, EIB (review chair)
Imogen Stager	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Location:</b>	Panorama Drive, Thornlands	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	790	
<b>Indigenous enrolment percentage:</b>	5 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	20 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1042	
<b>Year principal appointed:</b>	2011	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, acting deputy principal, acting Head of Department – Curriculum (HOD-C), acting Head of Special Education Services (HOSES), reading mentor, Business Manager (BM), guidance officer, 31 teachers, 24 teacher aides, three administration assistants, technician, 48 students and 77 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Jumping Beans Childcare Thornlands director and Helping Hands Network Outside School Hours Care (OSHC) regional operations manager.

Partner schools and other educational providers:

- Cleveland District State High School principal and IMPACT Centre director.

Government and departmental representatives:

- State Member for Redlands and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April release 2021)	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	Student Intervention Framework
School Opinion Survey	Student Code of Conduct
School based curriculum plan	Thornlands Collaborative Culture
School newsletters and website and Facebook	Thornlands Student and Wellbeing Framework



## 2. Executive summary

### 2.1 Key findings

**The leadership team has embedded a robust process that triangulates a range of student data for the purpose that ‘no student is left behind’.**

The school leadership team places a high priority on analysing and discussing student achievement data to monitor trends in student progress. A range of school-wide performance data is collected with the view to inform school decisions, interventions and initiatives. This process further enables the identification of students requiring extension and enhancements with their learning. The school leadership team articulates a belief that a range of student outcomes data is crucial to school improvement.

**A strong level of professional commitment by school staff members exists, with high levels of professional energy and collegial support apparent across the school.**

A strong collegial culture is established, and staff members identify high levels of support and collegiality within year level teams and across the school. There is a shared commitment to the improvement of teaching and an openness to support offered by colleagues. The school has established structures to promote this culture as outlined in the school’s ‘Collaborative Culture’ document, with the motto developed by Fullan and Quinn<sup>1</sup>, ‘*Using the group to change the group*’.

**School leaders and staff members celebrate an improvement journey continued over two consecutive strategic planning cycles.**


The journey has resulted in sustained student improvement. The principal and members of the leadership team articulate they are always looking for the next steps to further enhance student learning and wellbeing. A vision for the next four-year strategic planning cycle that consolidates and advances the school’s vision of MORE (Making Our Results Excellent) and pedagogical approaches described in IMPACT (Inspire, Model, Practise, Apply, Connect, Transform) is identified by the principal as the ongoing work of the leadership team.

**Teachers and leaders emphasise the quality professional learning that occurs through the shared discussions during curriculum planning days.**

Collaborative curriculum planning at the school enables teachers to work with their year level teams to build an understanding of the expected standards of the Australian Curriculum (AC) and the teaching and learning sequence to support students to meet and exceed the standard. Through the sub-focus groups, the school has developed possible future steps to enrich and enhance curriculum units. The Indigenous Champions outline how they are further building Indigenous perspectives within curriculum units. Information and Communication Technologies (ICT), Humanities and Social Sciences (HASS) and Science,

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<sup>1</sup> Fullan, M., & Quinn, J. (2015). *Coherence: The right drivers in action for schools, districts, and systems*. Corwin.



Technology, Engineering and Mathematics (STEM) are identified as learning areas whereby 'deep learning' could be explored. Exploration regarding how current school curriculum processes would support curriculum innovation has commenced.

**The leadership team identifies intentional collaboration as a cornerstone of the school for maintaining the momentum of the Explicit Improvement Agenda (EIA) and sustaining a collaborative school culture.**

All teaching staff members identify that they value working in a collegial and collaborative manner supporting one another with teaching strategies. The leadership team identifies that collaboration is an identified way of working. Through MORE IMPACT the school continues to implement teaching strategies that engage and challenge students in the curriculum and enables them to pursue their interests and talents. Thornlands Thinkers /STEM and IMPACT practices enable opportunity for students to collaborate and learn together. Members of the leadership team identify 'deep learning' as an emerging area of investigation.

**The school leadership team is driving the school's expectation that every student is able to learn and achieve.**

This expectation is articulated in the school's conviction to living out the school motto of MORE in every facet of school life. This motto is underpinned by the values of *'Excellence, Trust, Respect, Inclusion, Community and Teamwork'*. Positive and caring relationships between students, staff and parents exemplify this welcoming school environment. Staff demonstrate an understanding of the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community. Parents consistently articulate that staff members are welcoming, approachable and supportive, exhibiting care and concern for students. Students, parents, staff and community members display a strong sense of belonging and pride in the school.

**The school has a range of long-established strategies and programs to support the school vision.**

These strategies include explicit teaching of reading, writing and mathematics with whole-school programs developed for each area. Routines and strategies aligned to areas of the EIA including Turbo Time, Rally Readers, reading, writing and problem solving 'Toolbox' strategies and targeted intervention and extension, are readily known and implemented by teachers. The school Big Write program is aligned to English units. Teachers collaboratively develop success criteria for each Big Write. Teachers provide feedback to students on their progress and develop a writing goal for a future focus. Teachers articulate students strive to meet their goal in subsequent writing sessions. Students identify enjoying Big Writes and appreciating the feedback provided by teachers.



## 2.2 Key improvement strategies

Collaboratively develop the school vision for the next four-year strategic planning cycle that consolidates and advances the school's vision of MORE and pedagogical approaches described in IMPACT.

Leverage on school collaborative curriculum planning processes to support teachers to enhance units by including all elements of the AC and school IMPACT pedagogies.

Extend opportunities for teachers to explore student collaboration and IMPACT practices as a means to extending their learning from surface to deep.