

Thornlands State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Thornlands State School** from **20 to 24 April 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

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

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Brad Roberts	Peer reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Panorama Drive, Thornlands
Education region:	South East Region
Year opened:	1910
Year levels:	Prep to Year 6
Enrolment:	730
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1036
Year principal appointed:	2011
Full-time equivalent staff:	46.28
Significant partner schools:	Cleveland District State High School, Cleveland State School, Ormiston State School, Bay View State School, Mt Cotton State School.
Significant community partnerships:	Local Early Childhood Education Centres (ECEC), Impact Centre, Fast ForWord – Sonic Learning, Supporting People Experiencing Learning Difficulties (SPELD), School Adopt-a – Cop, Helping Hands Network – Outside School Hours Care (OSHC)
Significant school programs:	Thornlands Thinkers, Rally Readers, Fast ForWord, MiniLit, IMPACT programs, Science, Technology, Engineering and Mathematics (STEM), after school sport, chaplaincy.



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), Head of Special Education Services(HOSES), Support Teacher Literacy and Numeracy(STLaN), guidance officer, 21 classroom teachers, one specialist teacher, two Special Education Program(SEP) teachers, three administration officers, Business Services Manager (BSM), Positive Behaviour for Learning (PBL) coach, 22 students, 17 parents, 14 teacher aides, tuckshop convenor, Parents and Citizens' Association (P&C) president and fundraiser coordinator.

Community and business groups:

- Early childhood provider and Helping Hands Network–Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Principal Cleveland District State High School and Brisbane School of Distance Education (BSDE) coordinator of online learning programs.

Government and departmental representatives:

- Local councillor for Redland City Council, State member for Cleveland and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2013-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2106)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School assessment and data schedule	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Classroom expectations overview	School Moderation Process
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school leadership team has established and is driving a strong improvement agenda that is consolidating reading and writing with a new focus on mathematics.

All school staff members are united, committed and enthusiastic about improving learning outcomes for all students. Staff members speak with confidence when describing whole-school strategies for reading and writing and the effect size on student outcomes in these areas.

The school vision of ‘*Making Our Results Excellent*’ (M.O.R.E) is central to all decision-making processes.

There are high expectations throughout the school for student engagement, attendance and learning outcomes. Staff members articulate these expectations as a feature of the school and parents and students express high levels of satisfaction with the behaviour of students and learning outcomes.

Teachers are confident in the collection and interpretation of class and school-wide data sets in the areas of reading and writing.

Data is viewed as a crucial component of the School Improvement Agenda (SIA) and members of the leadership team utilise expansive data sets to identify achievement levels over time, track cohort and individual student progress and build a collective understanding and commitment for change and improvements in school priority areas.

Staff members and parents value positive and caring relationships in order to foster successful learning.

There is a strong sense of collegiality amongst the staff members. Staff members report that morale is high and are optimistic regarding the continued development of a cohesive team.

Teachers are eager to expand their knowledge regarding how to improve their current teaching practice and they are highly committed to school priorities and their own professional learning.

Watching Others Work (WOW) is a recent addition to school strategies to assist teachers to continually expand their teaching repertoire. The principal articulates this is just one step towards developing a differentiated approach to Professional Development (PD) opportunities for staff members that will include mentoring and coaching arrangements.



The school leadership team establishes and communicates clear expectations regarding the use of effective research based pedagogies.

The school has a documented pedagogical framework combining the Dimensions of Teaching and Learning (DoTL) with IMPACT. The introduction of IMPACT as part of the framework for developing engaging and challenging curriculum is in the beginning stages. There are future planned professional learning opportunities for teachers to deepen their understanding of the IMPACT model.

School moderation processes are a feature of Term 2 and Term 4 in weeks one and six.

Facilitators work with year level cohorts through a calibration process that includes moderation protocols. External moderation is planned for Term 3. Vertical moderation across cohorts is yet to be a feature of the moderation process.

It is apparent that teachers encourage students to achieve high standards with their learning.

All classes have established learning goals for students in reading and writing. Students are able to articulate their learning goal and receive regular feedback from their teachers regarding how they are progressing with the achievement of their goal. Students report high levels of satisfaction with teacher expectations and the level of challenge provided.



2.2 Key improvement strategies

Incorporate into the PD plan a school-wide process that expands on WOW and includes all members in modelling, mentoring, coaching, observation and feedback.

Use the IMPACT framework to continue to build opportunity for professional conversations within and across year levels to ensure consistency and reliability of pedagogical practices.

Strengthen external and internal school moderation processes including within and across year levels, to consolidate teacher expertise in making consistent judgements about student level of achievement.