School Improvement Unit
Report

Tivoli State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Tivoli State School from 1 to 3 March 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>108 Mount Crosby Road, Tivoli</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan</td>
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<tr>
<td>The school opened in:</td>
<td>1877</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>135</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>9.6 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>6.6 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>949</td>
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<tr>
<td>Year principal appointed:</td>
<td>2009</td>
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<tr>
<td>Number of teachers:</td>
<td>7.8 (full-time equivalent)</td>
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<tr>
<td>Nearby schools:</td>
<td>Karalee State School, Mount Crosby State School, Ipswich North State School, Brassall State School, Ipswich State High School</td>
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<td>Significant community partnerships:</td>
<td>Young Men’s Christian Association (YMCA), Ipswich State High School, Ipswich Returned and Services League of Australia (RSL), Police Citizens Youth Club (PCYC)</td>
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<td>Unique school programs:</td>
<td>Breakfast Club</td>
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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 Lead Principal
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Parents and Citizens’ Association (P&C) president, vice president, treasurer
  - 25 parents/carers
  - 35 students from Prep to Year 6
  - Support Teacher Literacy and Numeracy (STLaN)
  - Six classroom teachers and two specialist teachers (behaviour support and Advisory Visiting Teacher (AVT) - Students with Disability (SWD)
  - Five teacher aides
  - Administration officer
  - Councillor for Ipswich City Council
  - Ipswich State High School

1.4 Review team

Ian Rathmell  Internal reviewer, SIU (review chair)
Michael Blake  Peer reviewer
Clare Grant  External reviewer
2. Executive summary

2.1 Key findings

- The school has developed a safe, supportive and caring environment that has clear expectations that all students will learn successfully.

  Staff members work to develop mutually respectful relationships across the community. A strong collegial culture is evident amongst staff members, who provide informal professional support for each other.

- There is clear evidence across the school that staff members prioritise the individual learning and well-being needs of all students.

  Teachers acknowledge that students are at different stages in their learning and plan for the wide range of needs within their classrooms. Staff member resources, including teacher aides, are allocated to work within classroom activities, using tailored strategies and expectations for individual and small groups of students. A strong commitment to supporting student well-being is evident.

- Students are supported through their learning by developing personal learning goals.

  There is clear evidence that students are supported to understand their own role in the learning process and to monitor their progress. A data book has been developed and is used consistently across all year levels. Students monitor their attendance, adherence to uniform expectations, behaviour and academic outcomes. The process emphasises the value of success criteria and is very supportive of all students.

- The school has a whole school curriculum plan that is used by teachers to plan their teaching. The plan is aligned to the Australian Curriculum (AC) and is delivered with the support of Curriculum into the Classroom (C2C) materials.

  Curriculum planning and development is primarily completed by individual teachers or small groups of teachers. The implementation and completion of curriculum units is monitored by the principal. A whole-school approach to monitoring, planning and implementation of the curriculum is not clearly evident.

- The principal recognises that quality teaching is the key to improving student outcomes, and is particularly focused on improvements in pedagogy in the area of writing.

  There is a school pedagogical framework that cites quality lesson structures, differentiation, formative assessment, lesson warm ups, WALT and WILF and comprehension skills as teaching and learning foci. The framework offers teachers guidance about effective teaching strategies, however there is limited evidence of consistent practice across the school.
- The school implements a range of whole-school processes through its School Wide Positive Behaviour Support (SWPBS) program.

A set of school-wide actions for dealing with inappropriate student behaviour including agreed responses and consequences is evident throughout the school. Some members of the school community expressed concerns about the inconsistent application of consequences for some students.

- Teachers engage in data conversations focusing on data analysis and monitoring of both individual student and class progress to ensure targeted interventions are applied.

School data is presented in staff member meetings, however, in-depth discussions about teaching practices, trend data or tracking data over time is not apparent. Conversations and language around data are yet to reflect a sophisticated understanding of student assessment and data concepts.
2.2 Key improvement strategies

- Collaboratively develop a whole school approach to planning, implementing and monitoring of the curriculum. Collaboratively implement the school’s pedagogical framework to embed consistent teaching practices in all classrooms.

- Provide opportunities to engage students, staff, parents and community representatives to collaboratively review the Responsible Behaviour Plan for Students (RBPS).

- Develop staff data literacy skills to build the capacity and confidence of teachers to identify starting points for teaching, track student progress and reflect on the effectiveness of their teaching practice.