Tullawong State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Tullawong State School** from **26** to **27 June 2018**.

The report presents an evaluation of the school's performance against the 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 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Stephen Bobby   Internal reviewer, SIU (review chair)

Mona Anau   Internal reviewer, SIU

1.2 School context

Location:	Smiths Road, Caboolture
Education region:	North Coast Region
Year opened:	1993
Year levels:	Prep to Year 6
Enrolment:	686
Indigenous enrolment percentage:	16.5 per cent
Students with disability enrolment percentage:	8.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	910
Year principal appointed:	October 2016
Full-time equivalent staff:	29
Significant partner schools:	Bellmere State School, Pumicestone State School, Caboolture State School, Caboolture East State School, Morayfield State School, Morayfield East State School, Wamuran State School
Significant community partnerships:	Deadly Martyrs, Queensland Health, Synergy Learning, Caboolture Community Health Centre, Tullawong State High School, Kindy Links, Queensland University of Technology (QUT)
Significant school programs:	Magnificent Magpies, Reading is our Future, Engagement Program, Kindy Links, Blast Off To Reading

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Acting principal, two deputy principals, Heads of Curriculum (HOC), Support Teachers Literacy and Numeracy (STLaN), Head of Special Education Services (HOSES), 10 classroom and specialist teachers, 15 parents, Business Manager (BM) and 28 primary students.

Community and business groups:

- Two Parents and Citizenships' Association (P&C) executive members.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	School Opinion Survey
Investing for Success 2018	School newsletters and website
School data plan	School budget overview
OneSchool	Student Success Pathways Progress reports
Professional learning plan 2018	Professional development plans template
School pedagogical framework	School Data Profile (Semester 1, 2018)
North Coast Region Tullawong State School Strategic Plan 2018-2021	Headline Indicators (Term 1, 2018)
Responsible Behaviour Plan for Students	Agreement for Collegial Engagement in Observation and Feedback 2018
PBL – Data capture from OneSchool for Data cycle 1 Term 2 2018	Data Cycle Student Improvement Planning proforma
Learning support plan for supporting reading intervention	

2. Executive summary

2.1 Key findings

Students across the school express the belief that 'our teachers care for us'.

The school has dedicated staff members who work hard in the best interests of students. Staff members are committed to the long-term success of the students attending the school. School staff members display an understanding of the importance of positive and caring relationships for successful learning. Most staff members work to build mutually respectful relationships across the school community. A supportive and caring environment is apparent in most classrooms.

A Positive Behaviour for Learning (PBL) committee has been formed with membership that includes a teacher from each year level.

Teaching staff articulate that this committee structure has added strength to the classroom implementation and ownership of PBL. The school PBL committee meets every five weeks and has commenced to undertake the systematic analysis of data associated with student behaviour drawn from behaviour records in OneSchool. These discussions and the associated data are communicated with the wider staff. The PBL team indicates the intention to utilise this data to inform future whole-school PBL focus areas.

The school leadership team highlights behaviour as a key improvement priority.

Most staff members articulate that there is a gradually increasing degree of consistency in managing behaviours across the school. Parents comment that more recently there has been a noticeable amount of attention given to recognising positive behaviour in some classes. The leadership team indicates that current work with staff members aims to maintain a positive mindset of *'unconditional positive regard'* for students with challenging behaviours. Some staff members articulate that the consistent recognition of positive behaviour using *Magpie* tokens is varied. Staff members acknowledge that the consistent delivery of PBL lessons varies across the school.

The school improvement agenda is focusing whole-school attention on core learning priorities.

The Explicit Improvement Agenda (EIA) contains three key priorities of improved student achievement in reading, implementation of the PBL action plan and improved student attendance. All staff members acknowledge that time is the central factor to ensure a common understanding of key priorities, quality implementation of the agreed strategies and celebration of reaching targets for improvement.

All teachers speak positively regarding aspects of their work linked to the improvement agenda.

Within each of the focus areas outlined in the Annual Implementation Plan (AIP) there is a broad range of strategies for teachers to be engaged with to achieve the successful outcomes detailed. The leadership and some staff members acknowledge that sharpening and narrowing the focus of the AIP and maintaining a 'tight' focus is the key to success.

High expectations for attendance are overtly encouraged by the school.

Student attendance is constantly monitored by class teachers and members of the leadership team. The school works with all families to ensure understanding of the importance of high levels of attendance. The leadership team acknowledges an opportunity to revisit the current attendance management practices to ascertain their effectiveness. Most staff members acknowledge attendance as an element of the improvement agenda and identify that it presents an ongoing challenge for the school. Most staff members are not yet able to identify whole-school strategies to encourage high levels of student attendance.

Teaching staff speak highly of the support they receive from the Head of Curriculum (HOC) during unit planning processes.

Teachers indicate increased levels of confidence in their knowledge of the Australian Curriculum (AC) and what and how they need to teach and assess. Teaching staff members consistently adhere to whole-school and year level curriculum plans. Leadership team members and teachers indicate that deeper knowledge of the AC, in particular the general capabilities of personal and social capability will allow teachers to develop student learning programs that are more engaging, and recognise this will lead to an increase in students' active participation in learning.

The school is committed to enhance teacher capability as classroom practitioners.

The school provides opportunities for staff members to participate in collegial engagement programs including induction programs, observation, feedback and coaching. The leadership team has enabled a number of teachers to become pedagogical coaches. The pedagogical coaches work with teachers to enhance the explicit teaching of reading in the classroom.

2.2 Key improvement strategies

Ensure high expectations for student behaviour are maintained and that all staff members' roles and responsibilities for the consistent application of PBL practices are well known, enacted and monitored.

Maintain the collaborative development of the agreed school-wide teaching practices relating to the improvement agenda, ensuring sufficient time is allowed for teachers to embed these as part of their repertoire of practice.

Sharpen and narrow the focus of the current improvement agenda, ensuring all staff members are aware of processes utilised to monitor and evaluate the desired improvements in student learning.

Maintain the focus on student attendance through a review of the range of attendance encouragement strategies, with an emphasis on families of students identified in the below 85 per cent attendance range.

Provide further opportunities for teaching staff and school leaders to enhance their knowledge of and confidence in using the general capabilities of the AC, ensuring curriculum learning units developed are engaging for all students.