Tinana 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 **Tinana State School** from **12** to **14 September 2018**.

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 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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Rob Van den Heuvel   Internal reviewer, SIU (review chair)

Gary Lynn   Peer reviewer

Vicki Sykes   External reviewer

1.2 School context

Location:	Gympie Road, Tinana
Education region:	North Coast Region
Year opened:	1875
Year levels:	Prep to Year 6
Enrolment:	500
Indigenous enrolment percentage:	10 per cent
Students with disability enrolment percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982
Year principal appointed:	2009
Full-time equivalent staff:	53
Significant partner schools:	Maryborough State High School, Aldridge State High School, Barambah Environmental Education Centre
Significant community partnerships:	Tinana Foodworks, United Youth Maryborough
Significant school programs:	Get Reading Right, Oral Language Early Years (OLEY), Phonological Metalinguistic Awareness Program (PMAP), Reading Links, gifted and talented program, sustainability, You Can Do It! (YCDI) program, Reboot, instrumental music, choir, Love of Literature (LOL) Club and chess club

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education Services (HOSES), curriculum coordinator/library resource manager, master teacher, literacy coach, Business Manager (BM), guidance officer, 18 classroom teachers, Support Teacher Literacy and Numeracy (STLaN), music teacher, Health and Physical Education (HPE) teacher, 17 teacher aides, two administration officers, chaplain, 30 parents, 20 students from the sustainability committee and 20 student leaders.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president and Butchulla Elder.

Partner schools and other educational providers:

- Principal Aldridge State High School, principal Maryborough State High School and Tinana Kindergarten.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Report Card and NAPLAN Update Semester 1 2018	School based curriculum, assessment and reporting framework

2. Executive summary

2.1 Key findings

A positive and inclusive culture is apparent across the school.

Staff members place a high priority on catering for the diverse learning needs of students. Classroom teachers and parents value the input of the Tinana Learning Centre (TLC) staff and other support staff. These staff support planning processes and foster increased collegial engagement opportunities in supporting and understanding the learning needs of students with disability and complex needs. This includes support for gifted and talented students that is clearly managed.

Staff maintain a culture of collegiality and professional improvement.

Curriculum leaders articulate that coaching and mentoring help to directly build staff capability aligned to the Explicit Improvement Agenda (EIA). Teaching staff members work with curriculum leaders for professional learning, and seek advice and request modelled lessons to extend personal expertise. School leaders articulate a clear commitment to valuing all teachers being involved in coaching and modelling, and identify all staff as lifelong learners with varying entry levels for personalised learning. Classroom teachers describe the literacy coach modelling the teaching of writing and the master teacher modelling the teaching of numeracy. Teacher feedback identifies that coaching and modelling practices are highly valued by participants and are progressive in their design. Curriculum leaders empower experienced teachers by providing them with release time to model to other staff.

Sustainability is a major focus in the school.

A sustainability program supports the development of a School Environmental Management Plan (SEMP) including a student sustainability squad. The development involves a whole-school focus upon reducing the school's environmental footprint through reflection and taking action on all aspects of the school's operations. Community partners who contribute to student learning on sustainability include Mary River Catchment Coordinating Committee, Greater Mary Association, Wildlife Preservation Society of Queensland, Fraser Coast Regional Council, Tandora Station and MSF Sugar. Partner organisations include Reef Guardians, Eco-Schools and Burnett Mary Regional Group. The school's quality work in this field has been recognised through the achievement of the only green flag award in Australia.

Teaching staff articulate a clear understanding of the EIA and expected classroom practice.

School leaders and teachers identify that the reading priority is being embedded. Staff identify numeracy as being at an implementation stage. Writing is described as being at an investigative stage to determine future directions. Staff members articulate clear strategies and classroom practice for focus areas consistent with the stages of implementation identified in each EIA area. Collegial engagement strategies are identified to support the EIA. Staff articulate a desire to further their work on writing. Staff members identify that the

training, modelling and support used for implementing agreed practice for reading and numeracy provide a successful implementation model for writing.

The school places a high priority upon alignment of available resources to address the learning needs of students.

The school is utilising its physical environment and resources to maximise student learning. A well-resourced library, hall, adventure play equipment, music block, multi-purpose court and sustainability project areas are all available to support teaching, learning and student wellbeing. The school is addressing Wi-Fi infrastructure needs to position itself to effectively equip students to live and work successfully in the 21st Century. The computer lab provides access to laptops via a roster system and additional computers are available in the library and in classrooms. A number of iPads are available for student use. Some stakeholders report current Wi-Fi provisions limit the range of available digital learning practices. The school is developing plans and budgets to address technology infrastructure needs.

Teaching staff members are committed to supporting students' learning and possess a range of experience, confidence and expertise.

The school views building a strong teaching team as central to improving outcomes for students. There is a culture of collegiality and professional collaboration amongst staff. Professional learning activities are directed towards building teachers' understanding of effective teaching practices based on research, the school's EIA and pedagogical framework. Staff report regular use of the school's pedagogical framework during professional learning. The school demonstrates aligned pedagogies for the EIA and enables teacher professional judgements to cater for the range of needs within classrooms.

Staff view developing an expert teaching team as central to improving outcomes for all students.

Staff express a genuine desire to engage in continuous improvement of professional capabilities. Staff members have an annual performance plan to guide their personalised learning. Teachers access professional learning team meetings for training. Teacher aides access weekly meetings that regularly focus on the skills and knowledge required to support their work with reading groups and numeracy activities. A beginning teacher mentoring program is conducted in the school. Extensive work is undertaken to meet the needs of a wide range of roles. The school is reviewing its systems and use of school and curriculum leaders to support staff personal learning with regular support and monitoring.

The school maintains a learning environment that is safe, respectful, inclusive and promotes intellectual rigour.

The school places a high priority on student and staff wellbeing and demonstrates an understanding of the importance of positive and caring relationships for successful learning. Parental engagement is valued and the school connects with parents in a range of ways. Parent support groups have been established including a parents of students with diverse learning needs group and an Indigenous Yarning Circle group. Stakeholders report changes

in social and economic demographics in the local area. Support services and intervention are being adjusted to meet changing needs.

The school has an explicit, coherent and sequenced plan for curriculum delivery.

The whole-school curriculum plan is known as *The Tinana Way – Curriculum, Planning, Assessment and Reporting*. There is significant use by staff of the OneNote collection of curriculum materials to support the sharing and management of teaching and learning resources. Staff display energy, expertise and innovation in their work to support reading, numeracy and writing initiatives.

Learning goals are utilised throughout the school.

Staff members clearly describe links between the Art and Science of Teaching (ASoT) framework and their use of learning goals to build student reflection and provide feedback for future learning steps. Teachers articulate there is a common expectation to have learning goals for numeracy, reading and writing. School leaders articulate valuing teachers' professional judgements in exploring a range of models for learning goals with feedback strategies. Examples used in the school are innovative, engaging and align closely with the ASoT framework.

2.2 Key improvement strategies

Evaluate the school's identified EIA of writing using key learnings from the implementation of reading and numeracy.

Investigate and implement an upgrade to school Information and Communication Technology (ICT) infrastructure to enhance opportunities for teaching and learning.

Continue to define common pedagogies and artefacts that acknowledge professional diversity within agreed school-wide directions.

Investigate systems to deepen support for workforce capability.

Analyse and respond to emerging demographics to support student learning needs.