

Tinana 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 School and Region Reviews (SRR) at **Tinana State School** from **30 August to 1 September 2022**.

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 Lead Principal to discuss the review findings and improvement strategies.

For more information regarding SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Scott Medford	Internal reviewer, SRR (review chair)
Paul Herschel	External reviewer
Gary Lacey	External reviewer



1.2 School context

Indigenous land name:	Butchulla
Location:	Gympie Road, Tinana
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	451
Indigenous enrolment percentage:	11 per cent
Students with disability percentage:	25.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	972
Year principal appointed:	July 2022 – acting



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department – Curriculum (HOD-C), Head of Inclusive Education (HoIE), Business Manager (BM), guidance officer, 27 teachers, 14 teacher aides, education interpreter, Auslan language mentor, 78 students, two administration officers, two cleaners and schools officer.

Community and business groups:

- Chair Tinana State School Council and Indigenous Community Elder.

Partner schools and other educational providers:

- Principal of Aldridge State High School.

Government and departmental representatives:

- Lead Principal.



2. Executive summary

2.1 Key findings

The school places a high priority on promoting a genuine belief that all students are able to learn when provided the right support and consistent high expectations for learning success.

The Head of Inclusive Education (HoIE) has led a planned process over the last five years to establish an inclusive school culture. This whole-school approach has challenged traditionally held mental models and has enabled all students with disability to be learning in classrooms alongside their same-age peers. Human resources have been strategically aligned to each year level to support the effective implementation of this inclusive strategy. Improving student learning outcomes and the life chances of these students is at the forefront of school leaders' decision-making and the ongoing efforts of dedicated staff members.

The school has collaboratively developed and implemented a sequenced plan for curriculum delivery.


Closely aligned curriculum, assessment and pedagogy expectations has resulted in high-quality learning experiences for students, aligned to the Australian Curriculum (AC). There is a collaborative approach to curriculum planning across the school that ensures the curriculum is aligned to the AC. The school's systematic approach to curriculum delivery is characterised by supported and aligned planning, focused and targeted curriculum delivery supported by high-yield pedagogies, and comprehensive moderation ensuring accurate and consistent teacher judgements.

The school's leadership team is united in the enactment of the Explicit Improvement Agenda (EIA).

The school's EIA is to implement the AC with a focus on feedback to students. Teachers describe a variety of priorities including teaching reading, writing and some pedagogical practices as the EIA. Many teachers communicate that the school has introduced a number of initiatives and, at times, expectations are not always clear. Some teachers express that leadership team members previously conducted learning walks and talks to measure the effectiveness of new practices. Some school leaders acknowledge the need for greater clarity and to further engage in a range of instructional modes to maintain a line of sight and lead capability. A number of teachers share a desire for feedback aligned to agreed practices to further their capability development and enhance consistent practices across classrooms.

School leaders and teachers share a commitment to improving professional practice in order to effectively implement the school's identified priorities.

The school has undertaken significant professional learning in order to build collaborative teams with a strong focus on achieving the school's pedagogical priorities. A number of school leaders identify that many teachers demonstrate high levels of expertise in enacting



pedagogies and curriculum delivery in classrooms. The leadership team acknowledges they are at different stages of their instructional leadership development and express a desire to utilise the skills and talents across the school to lead areas of the Annual Implementation Plan (AIP).

The school has undertaken professional learning in order to build collaborative teams with a strong focus on achieving pedagogical priorities.

The school's collegial engagement policy articulates agreed protocols for how teaching staff and school leaders will work together to implement the school's pedagogical priorities. School leaders and teachers articulate that effective alignment of the current framework with current practice and with curriculum and pedagogical priorities is yet to occur. The need to review this policy and develop a school-wide professional learning plan in order to outline systemic, school and personal Professional Development (PD) focuses for the year is acknowledged. School leaders indicate that the plan will identify a range of professional learning opportunities that align with the EIA and incorporate activities identified in individual performance plans.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes.

There is strong commitment from school leaders to work with teachers to develop their repertoire of practice in the use of effective pedagogies to support improved student learning. They are also dedicated to developing documentation that details an agreed set of pedagogical practices aligned to research and reflective of agreed practices. Leaders share the belief that this builds precision in teaching and learning practices, and discuss the priority of ensuring this is considered in curriculum planning processes and consistently implemented across the school.

The leadership team views school-wide analysis and discussion of data as an important process to inform teaching and the next steps for student learning.

Targets are established within the data plan for key data sources including Level of Achievement (LOA) data for English, mathematics and science; National Assessment Program – Literacy and Numeracy (NAPLAN); phonics screeners; and PM Benchmark reading levels. Classroom teacher and school leader reference to, and knowledge of, these targets and benchmarks is currently variable. School leaders indicate a need to strengthen the culture of self-evaluation and reflection to include regular opportunities for teams of teachers and school leaders to measure their impact against aspirational school targets and benchmarks, and generate strategies for continuous improvement.

The school has implemented a range of processes for teachers to effectively use data to inform their teaching practice.

The effective use of data walls involves a dedicated process where teachers choose two marker students. Teachers work with colleagues and school leaders through a four-step case-management process to discuss these focus students, plan next steps in the learning process, review work samples and celebrate learning success. This school-based strategy



closely aligns to the regional expectation of Collaborative Assessment of Student Work (CASW). Teachers speak confidently of the learning of their marker students and how they are scaling up this process to assist improved learning outcomes for other students in the class.

Staff members express a collective commitment to improving student outcomes using research-based pedagogical practices.

The setting of high expectations and the belief that all students are able to improve fosters a commitment to ongoing improvement. Teachers engage with school leaders in the process of implementing aspects of Sharratt's Waterfall and Assessment Model¹ to support improved pedagogical practices. There is an expectation that all classrooms will feature learning and 'Bump it up' walls which align to the current productive mode of the AC in English. These walls commonly feature learning goals and success criteria, the marking guide in student-friendly language, examples of co-constructed and de-constructed exemplars, student work samples, and vocabulary lists. Teachers are engaging in this process with their students and are continually promoting the use of the walls by students as an aspect of the 'third teacher'.

¹ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin



2.2 Key improvement strategies

Maintain a strong focus on delivery of the planned EIA through effective implementation of agreed practices supported by intentional instructional leadership in classroom settings.

Develop the instructional leadership capability of school and teacher leaders to lead the planning, implementation, monitoring and review of school priority areas.

Collaboratively review the collegial engagement framework to identify the agreed range of opportunities for capability development that are enacted through a professional learning plan with strong alignment to current school priorities.

Collaboratively identify and embed agreed pedagogical approaches aligned to research that builds precision in teaching and learning practices considered in curriculum planning processes and is consistently implemented across the school.

Strengthen the culture of self-evaluation and reflection to include regular opportunities for teams of teachers and school leaders to measure their impact against aspirational school targets and benchmarks, and generate strategies for continuous improvement.