



# School Improvement Unit Report

## Tullawong State High School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Tullawong State High School from 7 to 12 August 2015. 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

<b>Location:</b>	Del Rosso Road, Caboolture
<b>Education region:</b>	North Coast
<b>The school opened in:</b>	1994
<b>Year levels:</b>	Year 7 to Year 12
<b>Current school enrolment:</b>	950
<b>Indigenous enrolments:</b>	12 per cent
<b>Students with disability enrolments:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	939
<b>Year principal appointed:</b>	2013
<b>Number of teachers:</b>	83
<b>Nearby schools:</b>	Tullawong State School, Wamuran State School, Caboolture State High School, Morayfield State High School, Grace Lutheran College (Rothwell), St Columban's College (Caboolture)
<b>Significant community partnerships:</b>	Queensland University of Technology, The Smith Family, Beacon Foundation, Sustainable Partnerships, Achieving Results Through Indigenous Education (ARTIE) Academy
<b>Unique school programs:</b>	Academy, Coaching, School of Creative Excellence (Adobe), School of Excellence in Dance, Music Excellence, Phoenix, Wine and



	Cheese Making
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### 1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Four deputy principals
  - 14 Heads of Department (HODs)
  - Five house leaders
  - Business Services Manager (BSM)
  - 21 teachers
  - 26 support Staff
  - More than 100 students
  - Parents and Citizens' Association (P&C) president and 10 parents
  - Two feeder primary school principals
  - local secondary school principal
  - Four community members

### 1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Shona McKinlay	Internal reviewer, SIU
Leon Proud	Internal reviewer, SIU
Christine Tom	External reviewer



## **1.5 Reading the report**

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



## 2. Executive summary

### 2.1 Key findings

- The school leadership team is driving a strong improvement agenda for the school.

The school's improvement agenda is expressed in terms of specific improvements in student performance and includes clear targets with accompanying timelines which are rigorously actioned.

- School leaders and staff view reliable and timely student data as essential to the effective operations and practices of the school.

The school has established and is implementing a systematic plan for the collection, analysis and use of a range of student achievement and wellbeing data. Structures are in place to ensure the integrity of all data which is systematically and confidently used to inform school-level decisions, interventions and initiatives.

- The overall tone of the school is calm and positive and there is a genuine sense of pride and belonging in the school.

Students and staff clearly articulate and demonstrate the school values of 'Courage, Diligence, Respect and Integrity'.

- The principal and other school leaders have given a high priority to understanding and addressing the learning and wellbeing needs of all students in the school.

The allocation of resources is strategic and purposeful particularly in relation to human resources that address the explicit improvement agenda priorities.

- The principal and other school leaders are firm in their belief that the development of staff into an expert and coherent school-wide teaching team is central to improving outcomes for all students.

A high priority is given to the ongoing professional learning of all staff and the development of a school-wide, reflective culture focused on improving classroom teaching.

- The school has a clearly documented whole-school plan for curriculum delivery.

There is comprehensive evidence that the school's plan for curriculum delivery is explicit, coherent and sequenced. A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations.



- The school leadership team actively promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

The school places a high priority on teachers having the relevant data in regards to individual students' capabilities and learning needs for their allocation to classes and for teachers' classroom planning. The use of the class profile sheets is evident across the school and there is some evidence of specific differentiation strategies being implemented in classes.

- School leaders have accepted personal responsibility for driving improvements in pedagogical practice throughout the school.

The 2013-2016 Tullawong State High School pedagogical framework is informed by The Art and Science of Teaching<sup>1</sup>, professional practice standards, explicit instruction and the gradual release of responsibility teaching pedagogies and school priorities. Staff demonstrate a strong conviction that improved teaching is the key to improved student learning.

- Partnerships are evident across the school and support a variety of learning and training pathways and student wellbeing.

The leadership team has made deliberate and strategic use of partnerships with local businesses, universities, Technical and Further Education (TAFE), government authorities and community organisations to access resources that will enhance student outcomes.

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<sup>1</sup> Marzano, Robert J. 2007, *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD, Alexandria, VA.



## 2.2 Key improvement strategies

- Consolidate and embed the improvement agenda priorities implemented over the past six semesters.
- Quality assure the implementation of pedagogical differentiation strategies in all classes.
- Develop a marketing strategy for the school and communicate it through the wider community.
- Share the high quality practices occurring at Tullawong State High School with other schools.