



School Improvement Unit Report

Tullawong State High School





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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

Location:	Del Rosso Road, Caboolture
Education region:	North Coast
The school opened in:	1994
Year levels:	Year 7 to Year 12
Current school enrolment:	950
Indigenous enrolments:	12 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	939
Year principal appointed:	2013
Number of teachers:	83
Nearby schools:	Tullawong State School, Wamuran State School, Caboolture State High School, Morayfield State High School, Grace Lutheran College (Rothwell), St Columban's College (Caboolture)
Significant community partnerships:	Queensland University of Technology, The Smith Family, Beacon Foundation, Sustainable Partnerships, Achieving Results Through Indigenous Education (ARTIE) Academy
Unique school programs:	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 Teaching¹, 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.

¹ 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.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The school leadership team is driving a strong improvement agenda for the school. This agenda is expressed in terms of specific improvements sought in student performances and includes clear targets with accompanying timelines which are rigorously actioned.

This improvement agenda has been narrowed in focus to four key priorities: reading, numeracy, Explicit Instruction (EI) and higher ordered thinking. The narrow focus on these priorities has been effective in focusing the whole school's attention on core learning priorities. Evidence from research and practice aligned to the analysis of school performance data has been used to develop the explicit improvement agenda.

Teachers are almost universally able to articulate these four key priorities. Students, parents and some non-teaching staff are not able to clearly articulate these priorities and mostly refer to a focus on attendance, behaviour and student opportunities.

Teachers believe the sharpening and narrowing of the improvement agenda has had a positive impact and has led to greater clarity about the expectations that underpin their work. Teachers expressed that they are looking forward to the completion of the six semester implementation of the improvement agenda and the ability to be able to consolidate and refine the changes that have taken place.

The school's planning framework uses four key drivers to strategise the implementation of the explicit improvement agenda. These four drivers: capability, systems, building community and learning behaviours, are student-centred, with students striving towards the school vision of '*Achievement Above and Beyond*'.

Specific targets have been set as part of the improvement agenda, which includes reading at 87 per cent National Minimum Standards (NMS), numeracy at 85 per cent NMS, attendance at 87 per cent and a Year 12 qualification at 99 per cent. These targets are systematically monitored and strategies evaluated for their effectiveness.

Hub meetings for all school staff are conducted by the school leadership team at least once a year. The meetings comprise of information sessions to communicate the improvement agenda, professional development, and opportunities for feedback. Both teaching and non-teaching staff express appreciation in being afforded the opportunity to contribute to the decision-making within the school.

There is a strong and optimistic commitment by all staff to improved school and student outcomes and a clear belief that further improvement is possible.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators,



Tullawong priority planning framework 2015, school improvement targets, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Further engage parents and students in the improvement agenda in order that the whole school community can readily commit to and identify the key priorities and targets.

Remain committed to the explicit improvement agenda and consolidate and embed the changes implemented over the past six semesters.



3.2 Analysis and discussion of data

Findings

There is strong evidence that school leaders view reliable and timely student data as essential to the effective leadership 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 now in place to ensure the integrity of all data which is systematically and confidently used to inform school-level decisions, interventions and initiatives.

There is a documented data plan timeline for the annual collection of student achievement and wellbeing data. This plan is aligned with the school improvement hierarchy reflection tool. The data foci are based around four areas: explicit improvement agenda, learning behaviours, systems, and external data. Key data sets and dates for faculties are also explicitly outlined.

A data team has recently been formed at Tullawong State High School to ensure data collection and analysis is systematically embedded. This team is currently developing their purpose statement, roles and responsibilities and associated systems. Further staff professional development (PD) in data analysis is highlighted as a need.

In monitoring the explicit improvement agenda the school uses tests and other assessment tools including pre and post testing for each unit, PAT-M, PAT-R, North Coast Region Number Diagnostic Test, National Assessment Plan – Literacy and Numeracy (NAPLAN), NAPLAN practice test and levels of achievement. Each term, all students from Year 7 to Year 12 are tested to determine their progress against the whole-school reading strategy. A spreadsheet outlining student reading performance is available for all staff.

Teachers collate student data and document associated adjustments to their teaching through the use of a variety of means including class profiles, TracQer, individual Track Ed profiles, OP Analyzer, teacher developed class data spreadsheets, OneSchool class dashboard and ID Attend. In using this data, teachers set class targets which are documented on the class profiles. The deputy principal and HOD Senior School utilise this data to track the performance of senior students and provide intervention as necessary. At this time, most Year 12 students are on track towards receiving their Queensland Certificate of Education (QCE) and those who are not are being supported.

The whole school meeting schedule allocates time at monthly faculty and quality assurance meetings to moderate student work and triangulate individual, class and cohort data. During these meetings, school leaders work with their teams to review student achievement data relating to their areas of responsibility. Teaching staff have been provided with some professional development during the Term 1 staff professional development day program.

Individual student data is used by each student to set achievement targets in their individual study plan. Student target setting is established through the SMARTER goal



setting process which occurs twice a year. Parents are involved with the completion of their child's plan. Students, the core skills teacher and an administration team member sign off on the plan. Students' progress towards their goals is included in end of semester reporting.

The school's 2014 NAPLAN results reflect the Mean Scale Score (MSS) for each strand as being similar to Similar Queensland State Schools (SQSS). In Upper Two Bands (U2B), results are similar to SQSS in writing, spelling and numeracy, and below in reading and grammar and punctuation. Whilst the 2015 NAPLAN results have not yet been fully analysed, Year 9 reading results show an increase in NMS of 5.1 per cent and U2B of 4.4 per cent.

Supporting data

Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, data plan timeline 2015-2016, key data sets and dates for faculties, class profiles, individual study plans, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Provide further staff professional development in data analysis to ensure consistency of practice.



3.3 A culture that promotes learning

Findings

The school is driven by the belief that every student is capable of successful learning. 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 the school values of courage, diligence, respect and integrity.

Interactions between staff, students and parents are caring, polite and inclusive and a high priority is given to building and maintaining positive and caring relationships. A deep care and concern for the wellbeing of students permeates the school. The large student support team systematically shares relevant student information across the school to ensure that teachers know their students and students have the support to engage in learning and be successful at school.

The school has clear strategies in place to promote appropriate behaviour including rewards programs as well as consequences for inappropriate student behaviour. These are aligned to the school's behaviour level system. Five house leaders provide pastoral care to students. They also monitor and respond to student behaviour and attendance. The house leaders run weekly house assemblies and provide values-themed house 'Spotlights' at weekly whole school assemblies.

Core skills classes, coordinated by the junior secondary and senior school HODs, are timetabled each week and cover life skills topics, wellbeing, target setting and Senior Education and Training (SET) planning.

High expectations are seen as integral to the school culture. A whole-school goal-setting program and accompanying individual study planners encourage every student to take responsibility for and reflect upon their learning and progress.

A senior school TeamSite has been established on OnePortal as the central site for retaining and tracking student assessment progress and identifying those at risk of not meeting participation and completion requirements.

The introduction of the Academy programs in 2015 provides unique opportunities for talented students to excel in areas of their greatest interest and potential.

Teachers give attention to creating classroom environments that are attractive, stimulating and conducive to learning. The gardens, grounds and facilities are spacious, attractive and well-maintained.

Student leaders from Year 7 to Year 12 are selected through a comprehensive process. They take pride in representing their school in the community. Leaders have various roles within the school including running assemblies, coordinating school activities and fundraising events for various causes. The students articulate their role as advocates for the student body.



Although a decline in staff morale is indicated in the 2014 School Opinion Survey (SOS) with 65.1 per cent of staff indicating that morale was positive (below that of like schools), the general climate of the school in 2015 is positive and collegial. Staff overwhelmingly indicate their commitment to improving student outcomes.

The school prioritises regular student attendance and a recently appointed attendance officer is responsible for following up all absences, including truancy from class. The attendance rate in 2014 was 85.3 per cent. The proportion of students with an attendance rate of less than 85 per cent of the school year was 33.4 per cent. Semester 1 attendance data shows a slight improvement. The school continues to investigate the reasons behind non-attendance in ensuring that students are attending regularly and support is provided where possible.

The gap between Indigenous and non-Indigenous attendance has closed and school leaders attribute this largely to the effectiveness of the Achieving Results Through Indigenous Education (ARTIE) program. An improvement in academic outcomes for Indigenous students is also attributed to the ARTIE program.

Student Disciplinary Absences (SDAs) are comparable with other state schools with the average number of short suspensions per 1 000 students per term at 50 in 2014. While exclusions and cancellations were higher than the average for state schools, the school directs these students towards a number of alternative pathways provided by other training organisations in the area.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, Headline Indicators, school improvement targets, Responsible Behaviour Plan for Students, school website, school newsletters, pedagogical framework, staff, student and leadership team interviews, school professional development days

Improvement strategies

Maintain the current focus of high expectations for learning and achievement and optimise opportunities to expand programs.

Further promote the Academy programs to increase the number of students involved and deepen the culture of high aspirations amongst the student body.



3.4 Targeted use of school resources

Findings

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

The development of the school budget is led by the principal and business services manager in consultation with cost centre managers and is tightly aligned with the explicit improvement agenda. Systematic and diagnostic data such as NAPLAN, PAT-M and PAT-R are used to identify programs and strategies to address the needs of the full range of students in the school.

The recruitment and allocation of human resources is strategic and purposeful. A fourth deputy principal has been employed as an instructional leader to build leadership and teacher capability and accountability in the analysis and consistent use of student data. A reading coach, an additional HOD and an attendance officer have also been employed to deliver the key priorities of the improvement agenda.

The professional development budget of \$82 000 is supplemented with \$25 000 from the Great Results Guarantee (GRG) to meet staff professional development priorities. The school has prioritised resources for the development of instructional leadership through the training of 20 Explicit Instruction (EI) teachers and the creation of an observation classroom. More teachers are to be trained in EI in the coming year.

Resources have been allocated to the training of 19 cognitive coaches to build teacher capability.

Students in Years 7, 8 and 9 who are at risk of disengaging from education are supported through the school's internal alternative Phoenix Program that employs a teacher (1.0 full-time equivalent) and a youth support worker. The aim of this program is to reintegrate students into mainstream schooling and so far this year, three students have met the required standards to return to mainstream classes.

The school also resources the Academy program which provides opportunities for talented students from Year 7 to Year 12 to excel.

The school accesses a wide range of additional resources to support students and improve learning outcomes through strategic partnerships with business and community organisations. Some of these include Bunnings, Police-Citizens Youth Club (PCYC), Caboolture Neighbourhood Centre, Child and Youth Mental Health Service and various non-government organisations.

Information and communications technologies (ICTs) are available as a tool to support learning. However many students articulated their dissatisfaction with their access to ICTs. The school is planning to move towards a BYO device policy as an alternative to the existing fleet of school devices, which are reaching replacement.

The current bank balance sits at \$1 062 445.



Supporting data

Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, School Data Profile, professional development program 2015, budget overview, pedagogical framework, assessment and reporting framework, staff, student and leadership team interviews, school professional development days.

Improvement strategies

Target further resources towards the Academy program and publicise across the wider community.

Strategically plan for future human resource models to ensure identified essential priority initiatives aligned with the school improvement agenda are sustainable beyond the GRG funding horizon.



3.5 An expert teaching team

Findings

There is evidence that the principal and other school leaders see the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students. The development of the Tullawong State High School professional practice model and expert teacher standards outlines expected professional practice associated with planning, methodology and instructional design to be an expert teacher.

School leaders place a high priority to the ongoing professional learning of all staff and the development of a school-wide, reflective culture focused on improving classroom teaching. The professional learning plan is informed by school priorities. It outlines the professional development foci and initiatives, and details the professional learning plan process. The professional learning plan priorities are reflected in the school budget and are enacted across the school.

Teachers trained in EI take personal and collective responsibility for improving student learning. EI teams work together and learn from each other's practices. They share knowledge and skill through informal (staffroom conversations) and structured practices (team meetings), including expert knowledge of evidence-based teaching strategies. Expansion of EI training is a priority for the school.

The school expects all teachers to be highly committed to the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning. A group of teachers has built a team of Mastery teachers who collaboratively plan, deliver and review the effectiveness of their lessons. In order to improve their professional practices teachers are able to observe the Mastery teachers. Mastery teachers have stated that their next step is to follow up with these teachers and observe the implementation of EI in their classrooms.

School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices, including the development of a dedicated observation room. Teachers visit each other's classrooms and welcome opportunities to have school leaders observe and discuss their work with them.

Coaching of staff is a priority and a significant number of teachers and HODs have been trained in Cognitive Coaching. The HODs work with staff in their faculty and align their coaching to the individual performance development plans.

The school is working to ensure the continuity of a culture of collaboration and teamwork over time across cohorts of teachers through staff, faculty, quality assurance and care meetings. In quality assurance meetings there is an emphasis on the joint analysis of student work, on teaching strategies for improving student learning, common student learning difficulties and effective interventions.

The school places a priority on attracting, retaining and developing the best possible teachers with 96 per cent of staff appointed permanently. Teachers are highly competent



in the fields in which they teach and are eager to expand their subject knowledge to learn how to improve on their current teaching practices. They undertake a range of professional development activities to improve their curriculum delivery.

School leaders support the development of leadership within the school through the use of strategic planning models and leadership retreats. The development and facilitation of an aspirants program supports the development of leaders within the district.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, school improvement targets, professional development program 2015, budget overview, pedagogical framework, staff, student and leadership team interviews and school professional development days.

Improvement strategies

Implement a peer coaching model whereby mastery teachers observe and provide feedback to other classroom teachers in the implementation of EI.

Expand EI professional development in a staged manner across the school.

Model and share exemplary best practices with colleagues across peer networks.



3.6 Systematic curriculum delivery

Findings

The school has a clearly documented whole-school plan for curriculum delivery. This plan is aligned with the Australian Curriculum (AC) and other approved curriculum. There is comprehensive evidence that this plan 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 plan makes explicit what teachers teach and students should learn and is relevant to the needs of students and the local community. Comprehensive junior and senior curriculum handbooks are shared with parents and the wider community.

Members of faculty are an integral part of the collaborative approach taken in developing and sharing the school's curriculum priorities and expectations. The quality assurance meetings provide the opportunity for teachers to work together to review student work against the standards for assessment and ensure consistency in teacher judgements.

Ongoing staff discussions, peer mentoring and coaching are some strategies used in developing the best ways to maximise student learning and wellbeing.

The priority curriculum areas are clearly articulated and a high priority is placed on reading and vocabulary. The reading program is highly structured and embeds fundamental skills across Year 7 to Year 12. In Year 7 to Year 9 the 'Guaranteed Vocabulary' is explicitly taught across all subjects. A similar approach to numeracy is planned for Semester 2 this year.

The progressive implementation of the EI methodology ensures that learning is accessible and engaging for all students. Higher order thinking skills (HOT) are identified as a priority in the explicit improvement agenda and the whole-school curriculum plan where they are mapped across year levels as a continuum. There is some evidence of HOT in classroom practice.

A comprehensive approach to reporting student academic, behavioural and social progress to students, parents and the relevant school personnel is evident. The student reporting process has been refined to incorporate student achievement against their SMARTER targets.

Curriculum delivery is designed to meet the needs of a diverse student population with an extensive range of authority and Subject Area Syllabuses (SAS) subjects as well as Certificate I through to Diploma courses available in a number of vocational areas. Teachers take the opportunity to gain vocational qualifications through their partnerships with Registered Training Organisations (RTOs). Programs such as the Creative School of Excellence (ADOBE Technology), School of Excellence in Dance, Gateway School in Wine Tourism and the Microsoft Academy add to the array of curriculum opportunities available to students.



A well-structured and needs-based professional development plan that aligns with the curriculum priorities is being implemented over time with external and internal opportunities for professional development provided to staff.

Supporting data

Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, school improvement targets, whole school curriculum plan, student report cards, literacy framework, numeracy plan, reading program, higher order thinking strategy, professional development program 2015, school website, pedagogical framework, assessment and reporting framework, staff, student and leadership team interviews and school professional development days

Improvement strategies

Extend the implementation of higher order thinking skills to ensure students across the school are stretched and challenged.



3.7 Differentiated teaching and learning

Findings

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

Differentiation is a school priority and the use of the class profile sheets is evident across the school. The school places a high priority on teachers having the relevant data about individual student's capabilities and learning needs for their allocation to classes and for teachers' classroom planning.

The school has structurally differentiated classes (Exceptional, Extension, Core+, Core, Foundation and Supported Learning/ ICP) based on data collected on student performance. These classes remain constant for a semester but teachers encourage students to target their areas for improvement to aim for upward movement in the following semester. After school tutoring is available for students on Wednesdays.

The range of data that informs teaching and learning practices is captured in the class profile. Student achievement and outcomes data provide teachers with the necessary information on individual students' levels of achievement and identify the starting points for teaching and learning for each student. There is some evidence of specific differentiation strategies being implemented in classes.

The school has demonstrated a significant commitment to students identified as being at high risk of exclusion. The school's alternative on-campus Phoenix program, for identified students in Year 7 to Year 9, addresses the behavioural, academic and social needs of the individual student. This one year program develops students' literacy and numeracy skills through authentic, real life curriculum that prepares them for re-entry into mainstream classes.

All teachers and students demonstrate their commitment to setting learning targets based on the data provided by the monitoring, observation and assessment strategies. Parents and families are provided this information twice per year and understand that the school and students are engaged in a strategic goal setting approach aimed at long-term achievement and success for students. Students recognise the importance of target setting and believe that they have the capacity to achieve their goals with effort and support from their teachers and peers.

Supporting data – All evident

Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, school improvement targets, staff, student and leadership team interviews, class profiles.

Improvement strategies

Quality assure the implementation of pedagogical differentiation strategies in all classes.



3.8 Effective pedagogical practices

Findings

The principal and other school leaders have accepted personal responsibility for driving improvements in teaching throughout the school. School leaders and teachers researched a range of pedagogical models. The Tullawong State High School pedagogical framework is informed by The Art and Science of Teaching² (ASoT), professional practice standards, EI and gradual release of responsibility teaching pedagogies and school priorities. They demonstrate a strong conviction that improved teaching is the key to improved student learning and have communicated clear and well-known positions on the kinds of teaching that they wish to see occurring.

Teachers and leaders are committed to implementing quality teaching methods, and a high priority is given to evidence-based teaching strategies. Signature pedagogies of EI and the gradual release of responsibility are clearly communicated to staff through the pedagogical framework. A staged implementation of the elements of the school's pedagogical framework is evident as more teachers become involved. The pedagogical model was selected, professional development undertaken, pedagogy trialled and practice refined.

Mastery teachers use a dedicated observation room, which has been established to test and trial each stage of the EI model so that mastery teachers become experts in the use. Once practice is refined they then lead the modelling to other staff through professional development, peer observations and mentoring. The EI teams have collaboratively designed EI warm ups to fine-tune delivery and model to school staff.

There is a particular focus on improved teaching methods in reading, guaranteed vocabulary and higher order thinking. The EI warm ups are evident in all EI classrooms, connecting new material to past learning and assisting students to see the continuity in their learning over time. Warm ups also incorporate reading and vocabulary activities.

Through instructional rounds school leaders spend time working with teachers to improve their teaching practices, check on effectiveness and consistency and to reflect upon what is happening in pedagogical implementation. Coaches and teachers use reflective maps after instructional rounds to build teacher understandings of highly effective teaching strategies. The focus is on creating classrooms where all students are engaged, challenged and are supported to learn.

Cognitive coaching has been introduced, with 19 coaches currently in place including all HODs. Coaching is building individual teacher capability and has resulted in a culture of de-privatised practice.

² op.cit.



Key elements of the school's push for improved teaching and learning include clarity about what students are expected to learn and be able to do, high expectations of every student's learning, explicit teaching of skills and content and timely feedback to guide student action.

The school has developed an iPad app for HODs and school leaders to undertake student observations. The app is based on iObservation (ASoT) and provides individual students observed with a report on their learning behaviours (iWalk). This report is also emailed to the teacher, therefore providing both students and teacher with feedback. HODs indicate that while the process is relevant and useful it is also time intensive.

There has been significant effort put into developing teacher competence in creating and using learning goals. School leaders report that they are currently focused on developing quality success criteria and using these to check for understanding. Teachers consistently display learning goals and success criteria in all classrooms and students write learning goals in their notebooks each lesson. The learning goals explicitly state what students are to do, teachers discuss this with students, and then use goals and success criteria to question and check that learning is occurring.

The staff build high expectations for every student's progress and a structured target setting process is embedded. Ambitious targets for improving classroom performance have been developed using Track Ed data and student end of term results. Targets are set with the classroom teacher and then developed further with students in Core Skills classes. Student targets and associated strategies are shared with parents and then reported upon in the student report card. Providing this regular and timely feedback to students makes clear what actions individuals can take to make further learning progress.

Setting targets and receiving iWalk feedback build students' beliefs in their own capacities to learn successfully and their understanding of the relationship between effort and success.

Supporting data

Strategic Plan 2012-2015, Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, Great Results Guarantee 2015, school improvement targets, pedagogical framework, staff, student and leadership team interviews.

Improvement strategies

Consolidate the implementation of the planned pedagogical approach to embed in practice across the school.



3.9 School and community partnerships

Findings

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

Partnerships are evident across the school and support a variety of learning and training pathways and student wellbeing. These include Queensland University of Technology (QUT), Sunshine Coast University, Beacon Foundation, ARTIE Academy, The Smith Family, TAFE and Sustainable Partnerships.

Last year the school was awarded the Peter Doherty STEM Partnership Award for its partnership with QUT in Science Technology Engineering and Mathematics (STEM). A Step Up program for pre-service and in-service teachers in STEM is about to commence with Tullawong State High School. The QUT relationship also covers areas such as Creative Industries, Health and Business.

The Beacon Foundation provides support for students through a range of industry connections and Sustainable Partnerships and engages not-for-profit and non-government organisations to work with at-risk students through programs such as Rise Up. This organisation also facilitates links with industry through the Caboolture Area Industry Reference Group.

Student transition links exist between Tullawong State High School and local feeder primary schools. Principals indicate a willingness to further these partnerships. They articulate a desire to extend the common focus on teacher development, shared practice and specialist support, as well as extending the transition program to include opportunities to showcase students from the Academy program and Programs of Excellence.

Parents and families are recognised as important partners in their child's education. School expectations, goals, and achievements are reported to parents via the electronic parent newsletter, Tullascope. The school website also communicates extensive information about the school. This, and the local newspapers, appears to be the main mechanism for promotion of the school.

Formal parent-teacher meetings are held twice a year and other communication from staff occurs on a regular basis. A small but committed Parents and Citizens' Association (P&C) manages the canteen and uniform shop and returns profits back into the school.

The weekly breakfast club, managed by staff and student leaders, is supplied courtesy of OzHarvest and Cotterell's Bakery and feeds as many as 90 students.

Supporting data

Annual Implementation Plan 2015, Explicit Improvement Agenda 2015, school website, school newsletters, staff, student, community and leadership team interviews.



Improvement strategies

Strengthen partnerships with feeder primary schools.

Share the high quality practices occurring at Tullawong State High School with other schools.

Develop a marketing strategy for the school and communicate it through the wider community.



4. Follow-up timelines

- School to publish the executive summary on their website within two weeks.
- School to meet with Assistant Regional Director to discuss review findings and improvement strategies.