

# Tullawong State High School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Tullawong State High School** from **15 to 18 June 2020**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

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

### 1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Cameron Hodges	Internal reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Del Rosso Road, Caboolture	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Year 7 to Year 12	
<b>Enrolment:</b>	1189	
<b>Indigenous enrolment percentage:</b>	14.7 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	11.5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	32.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	942	
<b>Year principal appointed:</b>	2020	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Business Manager (BM), 13 Heads of Department (HOD), 36 teachers, two guidance officers, six administrative officers, Youth Support Coordinator (YSC), Community Education Counsellor (CEC), six teacher aides, two cleaners, schools officer – grounds, three canteen staff members, scientific operations officer, computer technician, 46 students, 20 parents and president of the Parents & Citizens' Association (P&C).

Community and business groups:

- Representative from Wamenda Elders, representative from Beyond the Broncos, representative from Achieving Results Through Indigenous Education (ARTIE) program, representative from The Smith Family, representative from Innovate Moreton Bay – Moreton Bay Regional Council and representative from The College of Health and Fitness.

Partner schools and other educational providers:

- Principal Tullawong State School, principal Wamuran State School and principal Bellmere State School.

Government and departmental representatives:

- Federal member for Longman and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Curriculum planning documents
Investing for Success 2020	Strategic Plan 2016-2019
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Personal Growth Plans (PGP)
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting plan	



## 2. Executive summary

### 2.1 Key findings

**The school seeks to apply all resources in a targeted manner to meet the learning and wellbeing needs of all students.**

The school utilises an array of flexible curriculum delivery structures to support the diverse range of learning needs. Executive leaders are focused on identifying, attracting, developing and retaining quality staff for the school. The school places a high priority on Information and Communication Technology (ICT) infrastructure. Students across all year levels are provided with school-supplied iPads. The school has a range of facilities including a student activities centre, performing arts centre, automotive complex and a vineyard.

**The leadership team prioritises the development of staff into an expert and coherent school-wide teaching team as central to improving outcomes for all students.**

Staff are committed to a culture of continuous professional improvement. Staff members describe a culture of collaboration and support for each other that includes sharing of resources and a collaborative approach to curriculum and assessment planning. The sharing of professional practice occurs in staff and faculty meetings. Staff report positively on the collaborative opportunities provided to inform planning, assessment and pedagogy.

**School leaders recognise that highly effective teaching supported with an aligned, sequential and documented curriculum is the key to improving student learning throughout the school.**

Teachers confidently articulate their use of Explicit Instruction (EI) in their classrooms. Students articulate teachers' use of learning goals and the 'I do, We do, You do' lesson structure is consistent across classrooms. The Ruby Payne<sup>1</sup> suite of strategies and associated Professional Development (PD) has been well received by teachers. Many teachers indicate that the work of Ruby Payne has assisted them in gaining a deeper understanding of students and ways to assist them to achieve their best possible outcomes.

**Staff members articulate the importance of success for every student and steadfastly respond to their diverse welfare and wellbeing needs.**

The principal and executive leaders recognise the importance of continued improvement. Many staff express the belief that a cohesive executive leadership team supported through improved communication and feedback channels is crucial to driving a strong performance agenda leading to improved learning outcomes for all students in the school.

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<sup>1</sup> Payne, Ruby K. (2020). Ruby K. Payne, PH.D. – AHA! Process Retrieved from <https://www.ahaprocess.com/ruby-homepage-bio/>



**School staff focus on providing a safe and supportive environment for all students.**

A culture of care is apparent. A Positive Behaviour for Learning (PBL) framework and associated systems are now established within the school. Key PBL messaging is displayed in all classrooms and the grounds of the school. Students articulate that they clearly understand the four school-wide expectations and enjoy the PBL focus videos that are shared at school assemblies on a regular basis. Some staff members express that PBL provides a common language in working with students in the classroom environment and has a positive effect on student behaviour. Some staff indicate that there is variability in staff implementation of PBL practices and additional PD is required.

**The principal articulates a strong belief that analysis of student performance and wellbeing data is crucial to inform strategic planning at both the school and faculty level.**

An important factor in this work involves the identification of key trends and areas of improvement. The school has a published data plan that outlines the school priorities, data sets for the executive team, data sets for the leadership team, and teacher data sets. Staff members are yet to develop a comprehensive understanding of the key Department of Education (DoE) data sets used to measure and report on student engagement, achievement and transitions across all schools. School leaders express a willingness to identify strategies to measure and celebrate student improvement in academic achievement and engagement.

**Teachers are committed to the belief that every student is able to engage with schooling and learn successfully.**

Staff members appreciate the diverse cultural and socio-economic backgrounds of students and families. The executive leadership team identifies that the school inclusion statement, shared vision and model of service delivery for inclusion are yet to be developed. An enhanced model of inclusive practices for a range of students with diverse learning needs is envisioned.

**Staff members focus energy and attention on systematic curriculum delivery.**

Staff members acknowledge their collective responsibility for curriculum development and implementation. Leaders understand the importance of a school-based Curriculum, Assessment and Reporting Plan (CARP) to provide a foundation for consistent teaching and learning expectations and a reference for monitoring learning across the school. Three levels of planning are documented. Year/band plans and unit plans are apparent. A unit planning template is provided by the school and identifies expected elements including cognitive verbs, achievement standards, and curriculum adjustments. Heads of Departments (HOD) indicate that mapping of cognitive verbs from senior secondary to junior secondary has occurred. School leaders acknowledge the need to develop systematic processes to quality assure the enactment of the Australian Curriculum (AC) in classrooms.

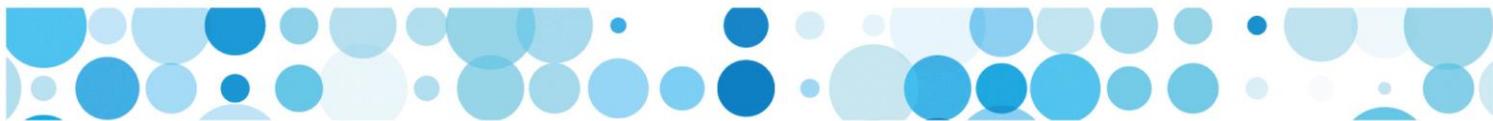


**Parents are recognised as integral members of the school community.**

Parents speak highly of the school, their interaction with staff and school leaders. They view staff as caring and welcoming and speak highly of the established communication through Facebook, SMS and email. Families and the community are welcomed and engaged through a range of school celebrations throughout the school year.

**The school has developed long-standing partnerships with its local Indigenous groups and Elders.**

Indigenous partnerships enhance student engagement in schooling, improve learning outcomes and family connection with the school. Community Elders are integral in the school's advisory group for Indigenous education at the school. There is extensive support provided to Indigenous students and their families through Beyond the Broncos, Achieving Results Through Indigenous Education (ARTIE) Academy, and Deadly Sistas. The school's innovative Gubbi Gubbi language program for all Years 7 and 8 students coupled with a number of key celebrations, including National Aborigines and Islanders Day Observance Committee (NAIDOC) and the 'State of Culture' annual staff/student touch football match, are strongly supported by the local Indigenous community.



## 2.2 Key improvement strategies

Provide opportunities for members of the executive team to develop a cohesive and coordinated approach to promoting effective operation of the school, and to leading curriculum, teaching and learning.

Strengthen staff member understanding of and commitment to implementing PBL with fidelity, through provision of a differentiated PD program, in addition to Quality Assurance (QA) of processes and procedures.

Develop a strategic, whole of school approach to data analysis, incorporating deep understanding of key data sets, processes for systematic analysis of student outcomes and QA practices.

Collaboratively develop a school inclusion framework aligned to departmental best practice that builds a clear vision, identifies and documents consistent and transparent systems and processes, and prioritises actions and accountabilities.

Develop systematic processes to quality assure the alignment of the Years 7 to 10 curriculum and its enactment in classrooms.