

Tannum Sands State High School

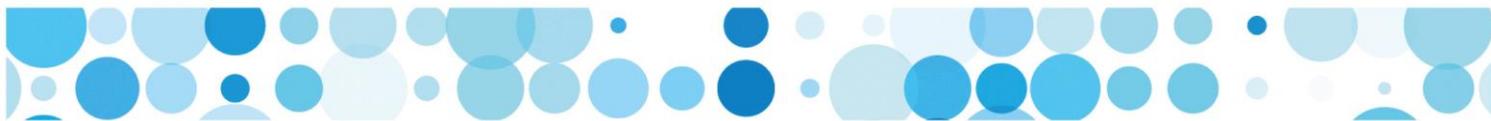
Executive Summary





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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 **Tannum Sands State High School** from **22 to 25 March 2021**.

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

Wayne Troyahn	Internal reviewer, EIB (review chair)
Shona McKinlay	Internal reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Coronation Drive, Tannum Sands	
Education region:	Central Queensland Region	
Year levels:	Year 7 to Year 12	
Enrolment:	913	
Indigenous enrolment percentage:	11.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	26 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	982	
Year principal appointed:	2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, seven Heads of Department (HOD), three guidance officers, Head of Special Education Services (HOSES), 56 teachers, instrumental music teacher, BSL (Boyne Smelters Limited) Zenith Education support officer, EQIP (Education Queensland and Industry Partnership) Business, Industry and Tourism Skills Centre (EBITS) leader, Business Manager (BM), eight education support officers, six office staff members, Positive Behaviour for Learning (PBL) team, SWELL (staff wellbeing) team, student wellbeing and support team, two Community Liaison Officers (CLO), 11 cleaners, two facilities officers, two science operations officers, Aboriginal and Torres Strait Islander focus group, Parents and Citizens' Association (P&C) president, tuckshop convenor and two tuckshop employees, 16 parents, 48 students and 28 student leaders.

Community and business groups:

- McDonald's Boyne Island, BSL and EQIP Gladstone.

Partner schools and other educational providers:

- Principals of Boyne Island State School, Tannum Sands State School, Miriam Vale State School, Toolooa State High School and Gladstone State High School from GASSA (Gladstone Area State Secondary School Association).

Government and departmental representatives:

- Deputy mayor Gladstone Regional Council and acting Regional Director.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	2019 School Opinion Survey
Investing for Success 2021	Strategic Plan 2019 - 2022
Improvement Plan 2019 - 2022	School data plan
OneSchool	School budget overview
Meeting Cycle for 2021	Whole School Curriculum Plan
School improvement targets	2020 - 2022 Student Code of Conduct
School based curriculum, assessment and reporting framework	Professional development application process
Headline Indicators (October 2020 release)	School newsletters, Facebook page and website
School pedagogical framework - The Tannum Way Today and Teaching the Tannum Way	School Data Profiles (Semester 1 2020 and Semester 2 2020)

2. Executive summary

2.1 Key findings

School staff members are committed to providing a safe, supportive, and positive environment whereby students are able to engage in learning and experience success.

Teachers describe the importance of knowing their students and building positive relationships with students and families. Students express appreciation for the efforts of staff and describe a strong sense of belonging and pride in the school. The school's motto is 'Creating Our Futures'. The school's values of 'Respect, Responsibility and Excellence' are displayed in classrooms and reiterated in written and verbal communication. Students articulate these values and comment that teachers and school leaders refer to the values in class, on assemblies and in the playground.

Students and teachers praise the wide range of Vocational Education and Training (VET) subjects that are offered.

A broad senior curriculum is offered to cater for the full range of students and provides extensive pathway opportunities. Next Steps data for Year 12 graduates from 2019 indicates that over 80 per cent are engaged in full-time study or employment, with this percentage being above other like schools. This data is acknowledged as demonstrating the school is succeeding in providing successful pathways for graduating students. The whole school community supports the EQIP (Education Queensland and Industry Partnership) Business, Industry and Tourism Skills (EBITS) program completed offsite in a work environment based at Boyne Smelters Limited (BSL). The program is identified as highly successful in the completion of VET studies including Certificate II and Certificate III in Business, Certificate II in Active Volunteering and Certificate II in Tourism. Students express the belief this as a wonderful opportunity to study offsite to support their futures.

The Student Code of Conduct is underpinned by the Positive Behaviour for Learning (PBL) framework.

Students are explicitly taught the expected behaviours and these are reinforced through positive rewards. Behaviour data is monitored so that identified students are able to receive additional support, with a minority of students able to access intensive intervention to support engagement when and as required. A school-wide approach to behaviour management is apparent. Teachers, parents, and students indicate that classroom learning can be disrupted at times by the inappropriate behaviour of some students. A perception exists that expectations and consequences are yet to be applied consistently.

The school develops an Annual Implementation Plan (AIP) through the implementation of an established process.

The principal and other school leaders articulate a shared commitment to improvement and are driving a broad improvement agenda. The AIP's three key areas focus on improving teaching learning and leading, positive wellbeing and connected communities. Staff



members across the school express a desire for a narrower approach to provide clarity of direction. Staff currently articulate a range of focus areas. Leaders acknowledge that a planned and considered change management process to move the school forward is required. Teachers indicate they would appreciate a small number of focus areas each year as an Explicit Improvement Agenda (EIA) for them to address.

School leaders have investigated and led the introduction of Professional Learning Teams (PLT) to build a culture of collaboration.

Executive leaders describe the importance of developing teacher capability as a school priority. They comment on the value of emerging practices to engage teachers in collaborative discussions and building a school-wide professional team that has a shared responsibility for student learning. The school's PLT process is based around the six steps of knowing the curriculum, knowing the learner, teaching and learning, assessing the learning, celebrating the learning and assessing the teaching. Most teachers indicate valuing this opportunity to work together and learn from each other. Teachers and leaders indicate variability in practices and express a desire for clarity of expectations. Some teachers articulate the need for consistent messages regarding what and how to implement PLTs.

School leaders understand that highly effective teaching is the key to improving student learning and engagement.

The school leadership team has developed 'The Tannum Way TODAY' to foster consistency of pedagogical practice throughout the school. A collaborative process was utilised to create this document that includes teaching practices that work; opportunities to improve, succeed, excel; deep conversations about/with learners about learning; alignment and accountability; and yield. These topics align to the 'TODAY' acronym. The Tannum Leadership Team (TLT) has undertaken research and consultation, making the decision to introduce the New Art and Science of Teaching (NASoT)¹ as the signature pedagogy for all teachers. Processes documented in The Tannum Way TODAY are supported by the document 'Teaching the Tannum Way TODAY'. Pedagogical expectations are yet to be fully articulated by teachers.

The school is aware of the importance of building a school-wide professional team of highly capable teachers.

Leaders understand the importance of ensuring opportunities are created for teachers to work together and learn from each other's practice. The school has a documented collegial engagement policy that includes classroom observations, classroom profiling, walkthroughs, mentoring, coaching and instructional rounds. Teachers comment that classroom profiling has recently occurred and that, with the exception of beginning teacher observations and feedback, other practices are yet to be enacted.

¹ Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree Press.

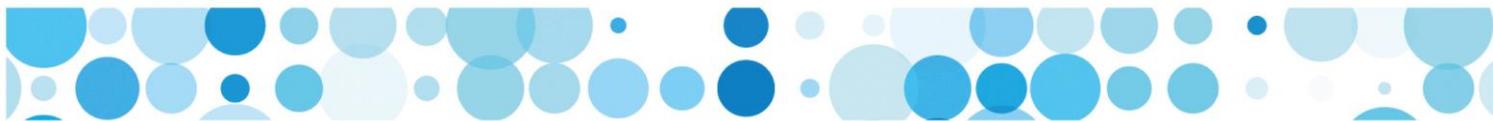


School leaders clearly articulate the belief that reliable data regarding student outcomes is crucial to the school's improvement agenda.

Leaders detail how data is used to inform school-level decisions, interventions, and initiatives. A clear expectation exists that at the start of the school year, teachers will commit to the 'Know Your Class' (KYC) process. Teachers access class dashboard in OneSchool to develop a KYC profile. This profile includes information regarding attendance, behaviour and/or social emotional welfare, medical information, Out-of-Home Care (OOHC), English as an Additional Language or Dialect (EAL/D) special needs and learning support. It is intended that teachers will use the class profile to inform their planning, support differentiation and establish goals for the coming term. The profiles are emailed to Heads of Department (HOD). Most class teachers indicate the KYC process is a valuable way to gain an understanding of students and their learning needs.

Teachers and school leaders commit to supporting all students in achieving positive learning outcomes.

The BSL Zenith Enrichment Program is well established and provides students with the opportunity to participate in deep learning activities. This program includes the timetabled Virtual Science, Technology, Engineering and Mathematics (STEM) Academy and philosophy through IMPACT in addition to a range of extracurricular activities. Students involved in these programs speak enthusiastically of the opportunities the programs provide. BOOST has been introduced this year in Friday period five and occurs whilst teachers are in PLTs. BOOST options include the provision of individual assessment support, catch up, student meetings, senior schooling support, social skilling and supervision of students. Plans for the future include re-teach sessions based on PLT data and identification.



2.2 Key improvement strategies

Collaboratively develop a shared, whole-school behaviour management philosophy to ensure clear understanding of each staff member's accountabilities and real commitment to the agreed practices and strategies at all levels.

Develop a succinct EIA to provide clear direction to the school community and implement improvement strategies through the use of a considered and planned change management process.

Develop the instructional leadership skills of school leaders in supporting staff understanding of PLT concepts, their development, communication and monitoring of consistent practices.

Develop professional learning opportunities to introduce the school's signature pedagogical approach and to clarify expected, consistent and effective teaching practices.

Collaboratively review and implement the collegial engagement framework leading to consistent, school-wide processes for observation, modelling, coaching, mentoring, instructional rounds and feedback for all staff.