

Tamborine Mountain State School

Executive Summary



School
Improvement
Unit





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Tamborine Mountain State School** from **6 to 8 November 2017**.

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 consider 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.

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

1.1 Review team

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|----------------|---------------------------------------|
| Gregory Brand | Internal reviewer, SIU (review chair) |
| Michael Hansen | Peer reviewer |
| Lynne Foley | External reviewer |



1.2 School context

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| Location: | Curtis Road, Tamborine Mountain |
| Education region: | South East Region |
| Year opened: | 1900 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 575 |
| Indigenous enrolment percentage: | 2.3 per cent |
| Students with disability enrolment percentage: | 6.2 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1063 |
| Year principal appointed: | 2012 |
| Full-time equivalent staff: | 45 |
| Significant partner schools: | St Bernard State School, Tamborine Mountain State High School |
| Significant community partnerships: | Tamborine Mountain Learning Academy (Tamborine Mountain State School), Tamborine Mountain State High School, Griffith University, Swinburne University, Tamborine Mountain Crèche and Kindergarten (C&K), Goodstart Kindergarten, Kids Therapy Club, Yugambah Museum Language and Heritage Research Centre, Scenic Rim Chamber of Commerce, Tamborine Mountain Little Athletics, Physique Physiotherapy, Eagle Heights Foodworks, Tamborine Mountain Landcare Inc, Tamborine Mountain Men's Shed, Tamborine Mountain Returned and Services League of Australia (RSL) |
| Significant school programs: | Young Scholars Program, Jingeri Jingeri Project, Pre-Prep Program, Performing Arts Academy (Dance, Band, Choirs), Sustainability and Environment Programs (Green Thumbs and Waste Warriors), Robotics Club |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), Head of Special Education Services (HOSES), Head of Student Services, Head of Numeracy, Head of Literacy, 21 teachers, nine teacher aides, Business Manager (BM), two administration officers, chaplain, schools facility officer, IT Orange Card holder, Parents and Citizens' Association (P&C) president, guidance officer, tuckshop coordinator, 38 parents and 115 students.

Community and business groups:

- Director of C&K Tamborine Mountain, local Indigenous Elder, local community representative, Camp Australia representative and Kids Therapy Club representative.

Partner schools and other educational providers:

- Principal of Tamborine Mountain State High School.

Government and departmental representatives:

- ARD of Far North Queensland.

1.4 Supporting documentary evidence

| | |
|--|--|
| Annual Implementation Plan 2017 | The Through Line |
| Investing for Success 2017 | Strategic Plan 2014 - 2017 |
| Headline Indicators (Semester 2, 2016) | School Data Profile (Semester 2, 2017) |
| OneSchool | School budget overview |
| Professional learning plan 2017 | Curriculum planning documents |
| School Action Plans | Student Welfare Action team documents |
| School pedagogical framework | Professional development plans |
| School Action Plans | Explicit teaching pathways |
| Responsible Behaviour Plan | School Opinion Survey |
| One School: One Plan (including school based curriculum, assessment and reporting framework) | School newsletters, Facebook page, website and YouTube channel |



2. Executive summary

2.1 Key findings

The school's mission of 'every child will learn and flourish' is firmly embedded in the culture of the school.

The principal and all staff are committed to promoting the academic, cultural, physical and social development of each student. A student-centred approach pervades the work of all staff members, who pride themselves on knowing their students and aim to provide a personalised learning experience. School leaders place a strong emphasis on sustaining genuine and meaningful partnerships with parents and the wider school community, and place high value on recognising each student as an individual.

All staff members articulate the importance of providing a caring and nurturing school environment, and encourage students to have a growth mindset to learning.

School leaders are committed to ensuring culturally inclusive practices and describe the growth they would like to see realised for all students. The commitment and dedication of all school leaders is universally expressed by staff members who speak positively regarding the support provided to them in their everyday work. Parents clearly express the view the dedication, professionalism and genuine care school leaders and staff demonstrate on a daily basis are highly appreciated and recognised across the school and wider community.

The principal and school leaders are united and demonstrate a commitment to the success of every student and to continuous school improvement.

All staff members clearly identify improvements in writing, numeracy and attendance as the school's EIA and are able to articulate how these have informed their focus in the classroom and the school as a whole. A number of staff members indicate that a sharp and narrow improvement agenda has been effective in realising improvements in student learning outcomes in writing and numeracy. School leaders set high expectations of student achievement and promote widely the belief of one year's worth of growth, for one year of learning. All staff members believe in the future direction of the school and identify the current Explicit Improvement Agenda (EIA) as a pathway to future success for all students and the school community.

The principal and school leaders recognise that highly effective teaching is key to improving student outcomes throughout the school.

The principal accepts personal responsibility for driving improvement in teaching throughout the school and has high expectations of their own performance, of the performance of the leadership team, the staff and of the students. All teachers at the school are committed to identifying, understanding and implementing agreed, highly effective teaching practices. School leaders are committed to ensuring consistency of teaching practice across the school. All teachers are committed to improving their teaching practices.



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

There is a fundamental belief held by staff that all students will learn and be successful. The principal places an unwavering focus on personalising the learning experiences for all students who attend the school. The school leadership team and staff members place a high priority on ensuring that all students are catered for, regardless of where they are at in their learning journey. All staff members are committed to providing differentiated learning experiences every day, in every classroom to cater for the needs of all students. Some teachers express they would like to better cater for the learning needs of high achieving students in their classroom.

The leadership team is committed to leading the development of curriculum, teaching and learning.

School leaders work with teachers to ensure curriculum improvement and provide opportunities for staff members to develop their repertoire of practice in priority areas relating to the EIA. School leaders undertake walkthroughs and observations each term to ensure consistency and high levels of practice across cohorts and the school. The Head of Literacy and Head of Numeracy play a vital role in coaching class teachers and staff in supporting the EIA. The principal identifies that next year there will be changes to the leadership structure and recognizes the importance of ensuring there is scope for the continued development of individual and team instructional leadership capabilities.

School leaders clearly express their obligation and commitment to implementing a guaranteed and viable curriculum (GVC), aligned to the Australian Curriculum (AC).

The Head of Curriculum (HOC) has developed a coherent and sequenced whole-school curriculum, assessment and reporting plan that clearly defines planning for AC curriculum delivery, assessment, data collection, moderation processes and reporting. This is a significant piece of work and reflects the commitment and dedication of the HOC. Class teachers highly value the school's curriculum, assessment and reporting plan in supporting the implementation of the planned AC. Curriculum leaders articulate that as all class teachers continue to develop a deeper understanding of the AC, less time will be dedicated to defining 'what' to teach, allowing more time to focus on 'how' to teach and incorporate aspects of the AC, including the cross-curriculum priorities and general capabilities.

The tone of the school is supportive and caring with a strong sense of community.

Staff, students and parents express great pride in their school. The staff members of the school focus on developing positive, caring and mutually respectful relationships across the school community. These relationships are highly valued and contribute significantly to the supportive and inclusive culture that permeates across the school. Conversations with parents identify high levels of satisfaction regarding the quality of their child's education, the safe, supportive and disciplined environment, and that they are engaged as key partners in learning. Students report that they have a strong sense of belonging, and feel supported by all staff members.



2.2 Key improvement strategies

Sustain a focus on deeply embedding the current EIA within the next strategic planning cycle, with aspirational targets for the achievement of all students.

Continue to build and deepen teachers' knowledge and understanding of the school's agreed pedagogical practices to enhance the delivery of the AC.

Continue to place a high priority on building the capacity of all class teachers to plan and deliver differentiated learning experiences for all students, particularly high achieving students, to ensure they are appropriately engaged, challenged and extended through the AC.

Ensure a continued focus on an instructional leadership model for all school leaders, and teacher leaders that clearly articulates the roles, responsibilities and accountabilities in supporting and driving the EIA.