

# Tannum Sands State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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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 **Tannum Sands State High School from 3 to 6 October 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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Barry Courtney	Internal reviewer, SIU (review chair)
Elena Itsikson	Peer reviewer
Alan Evans	Peer reviewer
John Wessel	External reviewer



## 1.2 School context

<b>Location:</b>	Coronation Drive, Tannum Sands
<b>Education region:</b>	Central Queensland Region
<b>Year opened:</b>	1998
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1 052
<b>Indigenous enrolment percentage:</b>	6.7 per cent
<b>Students with disability enrolment percentage:</b>	3.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	992
<b>Year principal appointed:</b>	2016
<b>Full-time equivalent staff:</b>	112.7
<b>Significant partner schools:</b>	Tannum Sands State School, Boyne Island State School, Gladstone State High School, Toolooa State High School, Miriam Vale State School, Benaraby State School, St Francis Catholic Primary School
<b>Significant community partnerships:</b>	EQIP (Education Queensland and Industry Partnership) Gladstone, Gladstone Area Secondary Schools Alliance, Boyne Smelters Limited, NRG Gladstone Power Station, McDonalds restaurants.
<b>Significant school programs:</b>	EQIP- Business, Industry and Tourism Skills (EBITS) Centre, Boyne Smelters Limited (BSL) - Zenith, Horizons, Life Skills, Boyne, Tannum and Benaraby youth committee.



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, guidance officer, Head of Special Education Services (HOSES), Business Manager (BM), 10 Heads of Department (HOD), master teacher, numeracy coach, international schools coordinator, youth support coordinator, chaplain, Information Technology (IT) technician, Positive Behaviour for Learning (PBL) committee, year level coordinators, house coordinators, 40 classroom teachers, 10 teacher aides, five administration officers, two scientific officers, canteen convenor, seven cleaners, community relations officer, Zenith coordinator, facilities officer, groundsman, 11 senior school student leaders, 7 junior school student leaders, 68 students, 13 parents, Parents and Citizens' Association (P&C) president and the Pedagogy, Literacy and Numeracy Team.

Community and business groups:

- EQIP EBITS coordinator.

Partner schools and other educational providers:

- Principal of Boyne Island State School.

Government and departmental representatives:

- Councillor for Gladstone Regional Council and ARD.



## 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Improvement Map
Investing for Success 2017	Strategic Plan 2015-2018
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
School data plan	Subject information booklets
High Performance Schools	Annual Report 2016
School newsletters and website	Executive team responsibilities 2017
Responsible Behaviour Plan	School Opinion Survey
School Review PowerPoint	Responsible behaviour flowchart
Quality Teaching and Learning framework	Tannum leadership team meeting agendas
Professional learning and development plan	Tannum Sands State High School communique



## 2. Executive summary

### 2.1 Key findings

**There is widespread pride in the school and what it represents to the Tannum Sands community.**

Staff members, parents, community leaders and students view the school as a pillar in the community. The school's culture of high expectations, high achievement and the reputation of the school as a good school are reflected in conversations and practices observed during the review.

**The school has strong, effective and strategic partnerships with local industries, the local community and local businesses.**

The school-community relationship with Boyne Smelters Limited (BSL) represents an extensive and prominent example of effective and productive relationships. This was recognised with a Showcase Award in 2009, a regional training award in 2016 and an Inspiring Women's Award in 2016. This program is an initiative of the school and is acknowledged for its innovation, sustainability and outcomes over the past 12 years.

**The use of feedback to support and inform learning occurs across the school with students commenting positively regarding feedback given by many of their teachers.**

The school has a feedback system utilising *Learning ladders* and *Learning conversations* that is well embedded across the school. Students are able to record learning goals and strategies in the school organiser.

**The leadership team has established and is leading a focused Explicit Improvement Agenda (EIA) for 2017.**

There are two priority areas, reading and Positive Behaviour for Learning (PBL), each with clearly stated targets. The EIA priorities are clearly stated in the Annual Implementation Plan (AIP) 2017. Staff members express a general understanding of these priorities that are strategically illustrated in the school *Improvement Map*. Some key staff members are still developing their roles in this area.

**PBL is utilised to build a culture of positivity across the school.**

PBL is a key strategic priority in the school's EIA. The PBL committee is comprised of a team of teaching staff members, and two parents are regular attendees. The school commenced the PBL journey in 2015. PBL is widely supported by staff members with acknowledgement that it is in the early stages of implementation. Many staff members and parents report that the evolving demographic across the region is having an impact on perceptions of student behaviour.



**School leaders recognise the need to attract, retain and develop their teachers.**

Retention of staff members is a priority, with a regular turnover of staff members after three to four years in this region. There is high proportion of beginning teachers and teachers with limited years of experience. A number of second and third-year teachers express a desire to have further systemised coaching and mentoring support.

**The school has commenced the visioning of a refined pedagogical approach to drive teacher capability.**

This includes further unpacking of key documents, consultation to build ownership, inclusion of stakeholders and considerable Professional Development (PD). Staff members indicate the need for clarity and priority of action in regards to this work. Pedagogy is currently organised around the *Quality Teaching and Learning at Tannum Sands* framework created in 2016. The school has a *Professional Learning and Development Plan* that provides information regarding whole-school priorities, subject-specific learning, pedagogy and mandatory training.

**School leaders and Special Education Program (SEP) staff members are leading the alignment of services and practices towards an inclusive model for students with disability and for other students requiring additional support.**

Some teachers report a referral process for students identified with diverse needs is not yet clear across the school. The establishment of a whole-school student services team to determine the levels of support required and resources to assist students with additional needs, and to ensure case management processes are established to monitor the progress of these students, is identified as a priority.

**The school community, including parents, students and representatives of local business partners, acknowledge and value the opportunities the school offers students to extend and enrich their learning.**

Through the school's gifted and talented program, a range of co-curricular programs offer opportunities to challenge and extend high achieving students. There is a broad range of school activities to engage the learner including the marching band, school musical, Opti-MINDS, the Human Powered Vehicle, *Horizon*, community volunteering programs and the ANZAC Day ceremony. Community members, parents and students highly value these opportunities. A range of student leadership positions are available to students and are highly visible and effective in the school.



## 2.2 Key improvement strategies

Sharpen and add depth to the current priority areas and targets of the EIA to measure impact of key strategies.

Refine and sharpen the development and implementation of PBL.

Expand the current school induction and mentoring program to maximise support and retention of early career and newly appointed teachers so that coaching and mentoring become systemic across the school.

Establish a whole-school student services team, ensuring collaborative decision-making processes are implemented in tailoring support for students.

Engage staff members in the alignment and implementation of the *Professional Learning and Development Plan* with the current pedagogical framework.