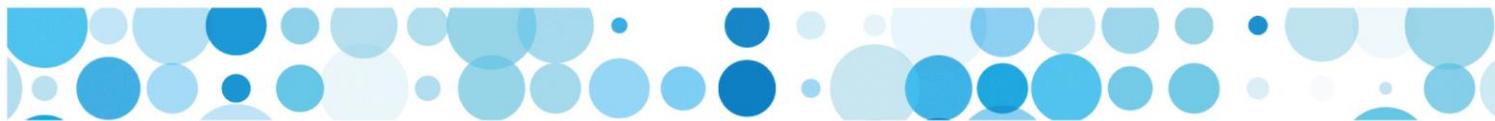


# Tully State High School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

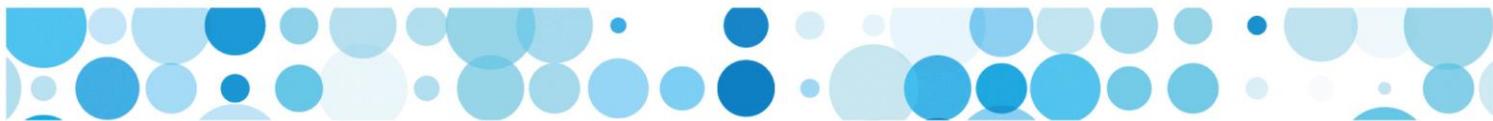
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Tully State High School** from **6 to 8 August 2019**.

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.

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

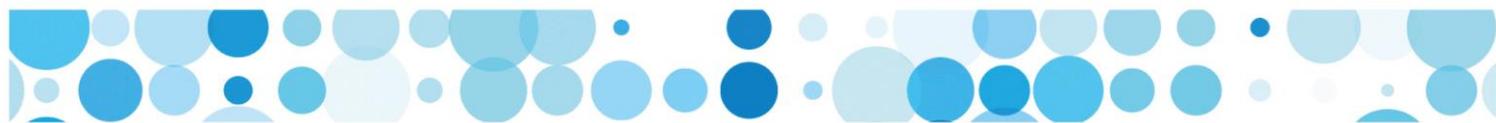
### 1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Jeff Barnett	Peer reviewer
Jo Diessel	External reviewer



## 1.2 School context

<b>Location:</b>	Bruce Highway, Tully
<b>Education region:</b>	Far North Queensland Region
<b>Year opened:</b>	1964
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	700
<b>Indigenous enrolment percentage:</b>	20.9 per cent
<b>Students with disability enrolment percentage:</b>	5.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	929
<b>Year principal appointed:</b>	2016
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	60.53
<b>Significant partner schools:</b>	Ulysses Cluster of Schools: Tully State School, Mission Beach State School, El Arish State School, Feluga State School, Lower Tully State School, Murray River Upper State School, Kennedy State School, Cardwell State School
<b>Significant community partnerships:</b>	Tully Netball Association, Girringun Aboriginal Corporation, Ulysses Cluster of Schools, Chamber of Commerce, Cassowary Coast Regional Council
<b>Significant school programs:</b>	Reading the Tully Way, Awards Scheme Development and Accreditation Network (ASDAN) student support program, Bush to Plate program and Hospitality Bush Tucker evenings, agricultural program, cattle handling



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, 10 Heads of Department (HOD), Business Manager (BM), HOD–Inclusive Practices (HIP), six year level coordinators, 26 teachers, two teacher aides, guidance officer, three administration officers, two ancillary staff, science operations officer, chaplain, 37 students, four parents, Community Education Councillor (CEC) and youth support officer.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives and two community partners.

Partner schools and other educational providers:

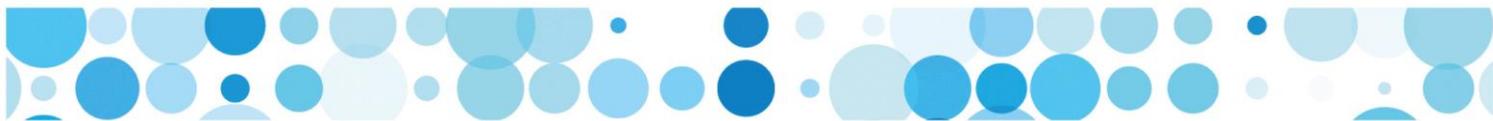
- Two primary partner school principals.

Government and departmental representatives:

- Councillor of Cassowary Coast Regional Council, State Member for Hill and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	The Tully Ten Unit Essentials
Investing for Success 2019	Strategic Plan 2015-2018
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Leadership team roles statements	Curriculum planning documents
School improvement targets	Whole School Curriculum Organisation Plan
Whole-school pedagogical framework	Annual Performance Review plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Developing New and Beginning Teaching Plans



## 2. Executive summary

### 2.1 Key findings

#### **The school gives a high priority to maintaining positive and caring relationships between staff, students and parents.**

Teachers are united in their commitment to developing positive relationships with students. They express a view that quality teacher-student relationships are paramount in nurturing a school culture that prioritises student engagement and optimises learning outcomes. Students, parents and community members identify relationships with teachers as highly valued and one of the most significant strength areas for the school. Students and parents speak of strong and caring relationships with teachers and a strong sense of trust invested in the school. They express appreciation for the dedication of staff and their willingness to go above and beyond the call of duty in their daily dealings with students, during school hours and as members of the community.

#### **Staff members report they value the high level of staff collaboration and collegial support at the school.**

There is a strong collegial culture of mutual trust and support amongst teachers and school leaders. Staff members speak highly of the collegial support they receive from each other. Within faculties, staff collaboratively work on curriculum and assessment planning and moderation. Teachers professionally support one another and share resources and ideas to assist in their teaching and learning.

#### **Staff articulate that highly effective teaching is key to improving student learning and they are committed to developing precision in teaching and learning.**

The school's current whole-school pedagogical framework document maps the core systematic principles against the 'Tully Way'. Teachers and leaders suggest implementation of the agreed framework does not currently have the previous momentum, largely due to other demands including implementation of the new Queensland Certificate of Education (QCE). School leaders have identified that a review of the pedagogical framework is required. Some initial work has commenced to examine alternative research-based pedagogical frameworks, with a stated intent to tailor a framework that best addresses the contextual requirements at the school. A need for clarity of purpose and consistency of teacher pedagogical practice is driving the review.

#### **School leaders identify that priority is given to school-wide analysis and discussion of reliable student data as an essential component of school improvement.**

There is a documented school data plan that clearly articulates delegated responsibilities and how data engagement will inform school improvement. School performance data is systematically referenced to identify areas for improvement and to celebrate success. Teachers indicate they are at differing stages in their ability to utilise data to identify starting points for future learning. The need to understand their learners for the start of the learning process is broadly acknowledged, and many staff are working to enhance their approach to



this area. Teachers indicate they would value the opportunity to enhance their capabilities in differentiating learning for all students and for all stages of learning.

**The school leadership team views developing an expert teaching team as integral to improving outcomes for all students.**

Teachers and leaders articulate a high level of commitment to improve their professional capabilities. Staff members indicate they value the high level of staff collaboration and collegial support. This is consistently identified as a collective strength of the school that has led to high levels of trust and morale amongst staff. Teachers indicate they would value more opportunity to receive feedback on their practice from colleagues and leaders. Some teachers describe processes of informal coaching and mentoring and identify how this has supported their development and confidence. A formalised whole-school process of coaching, observation and feedback to build staff capability is yet to be established.

**School leaders place a high priority on the ongoing professional learning of all staff.**

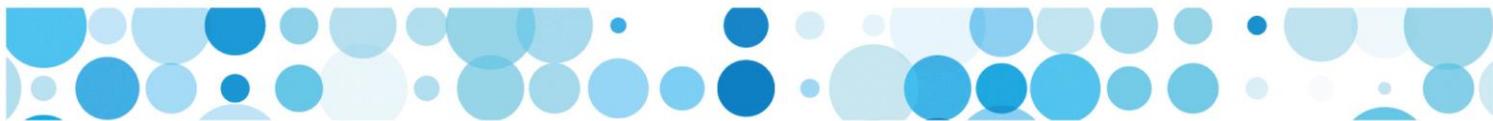
The school encourages staff to engage in professional learning and provides some whole-school and optional learning opportunities. Staff report high levels of support for participation in identified professional learning or networking opportunities, provided the focus aligns with the current improvement agenda or goals within an individual teacher's Annual Performance Review (APR). A whole-school professional learning plan that distils identified priority and requested professional learning to drive a strategic approach to workforce development is yet to be developed.

**The school works to maintain a learning environment that is safe, respectful, tolerant and inclusive.**

The school's Responsible Behaviour Plan for Students (RBPS) 2019 is based on the school-wide Positive Behaviour Learning (PBL) framework. The school has developed a clear set of behaviour expectations for students around the school rules '*We are safe, We are responsible, We are respectful, We are learners*'. Staff members and the school leadership team articulate that over the past three years there has been disruption to implementation of the school's PBL approach, predominantly due to staff changes. This has impacted on the consistency of implementation of the school's RBPS. In 2019 the school has employed a Head of Department (HOD)—engagement and wellbeing to reinvigorate the school's PBL processes, systems and structures.

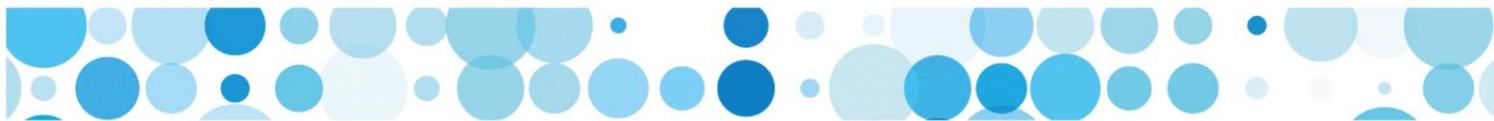
**Community partners speak positively of their interactions with the principal, school leadership team and staff.**

Community members describe strong the community support and positive reputation enjoyed by the school. The school is recognised for its extensive orientation and transition program for Year 6 students transitioning to high school. Primary principals report a genuine partnership with the school, with a range of examples detailed whereby the school shares facilities, staff, and resources. The principals report a strong community confidence with the school and the school's leadership team and staff.



**The school community actively celebrates the diversity of cultures at the school, and the rich tapestry of their local community.**

Local community members speak highly of the partnerships forged with the Tully Nursing Home and local Aboriginal and Torres Strait Islander communities of the Girringun Aboriginal Corporation. A 'Then and Now Project' brings together the residents of Tully Nursing Home in partnership with the school's Year 10 visual art students. The project culminates in a highly emotive photographic exhibition of the students' work capturing the stories of the residents at Pine Lodge. Two hospitality projects, Bush to Plate and Bush Tucker provide students with an immersive cultural experience with Indigenous bush tucker and culinary experiences. End of term dinners showcase the work of the school, Girringun Region Traditional Owners and the Girringun Aboriginal Corporation in creating and producing dishes to culturally immerse guests.



## 2.2 Key improvement strategies

Develop and implement a comprehensive research-based pedagogical framework within the context of the school's learning environment that provides clarity regarding expected classroom procedures, practices and strategies for teaching, differentiating, monitoring, assessing and moderating.

Enhance and quality assure staff data literacy capabilities to facilitate deeper understanding of learning needs and learning progress.

Develop a systematic approach, including a clear role for instructional leaders, in coaching, mentoring, observation and feedback, to drive capability development in alignment with the Explicit Improvement Agenda (EIA) and agreed common frameworks.

Develop a professional learning plan to drive a deliberate and planned approach to capability development of the expert teacher team in line with the EIA, school and systemic priorities.

Strengthen and commit to consistent and sustained implementation of PBL structures, policies and practices to ensure PBL is embedded across the school by all staff.