Tully State High School

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Tully State High School** from **6** to **8 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
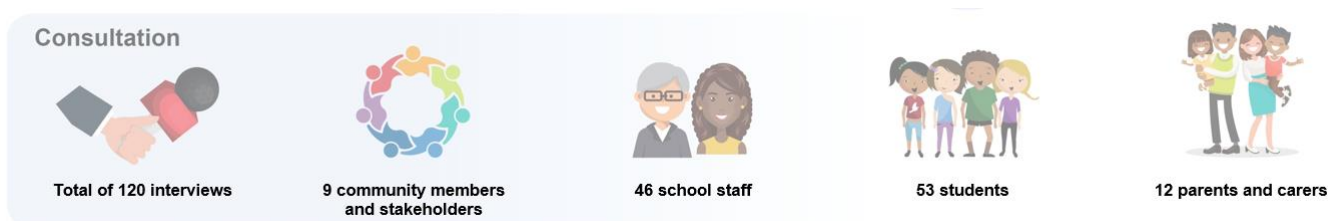
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Alan Smith	Internal Reviewer, SRR (review chair)
Robyn Burton-Ree	Peer Reviewer
Wayne Troyahn	External Reviewer

1.3 Contributing stakeholders

Consultation

Total of 120 interviews | 9 community members and stakeholders | 46 school staff | 53 students | 12 parents and carers

1.4 School context

Indigenous land name:	Gulnay Country
Education region:	Far North Queensland Region
Year levels:	Years 7 to 12
Enrolment:	735
Indigenous enrolment percentage:	20%
Students with disability percentage:	29%
Index of Community Socio-Educational Advantage (ICSEA) value:	934

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **6** to **8 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the previous review was identified as 929 and the school enrolment was 700 with an Indigenous enrolment of 20.9% and a student with disability enrolment of 5.3%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 8)

- Enhance and quality assure staff data literacy capabilities to facilitate deeper understanding of learning needs and learning progress. (Domain 2)

- 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. (Domain 5)

- 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. (Domain 5)

- Strengthen and commit to consistent and sustained implementation of Positive Behaviour for Learning (PBL) structures, policies and practices to ensure PBL is embedded across the school by all staff. (Domain 3)

2. Executive summary

2.1 Key affirmations

Staff members describe a strong attachment to, and take great pride in working at, the school.

They are committed to providing the young people of Tully and surrounding areas with a quality public education. The principal articulates that 'at Tully State High School, we believe that when students walk through our gates, our staff open a world of opportunities for each and every student. Our school community do this with the support of the local community and build upon the success we achieve'. Parents and community members attest to the myriad of opportunities provided by the school.

The school presents as calm and ordered, with leaders communicating high expectations for learning.

Collectively, staff articulate a belief that every student is capable of successful learning. The tone of the school reflects the intent of leaders to ensure the provision of a safe and respectful learning environment. Clear expectations for how students should behave and interact with one another are established.

Community members and parents identify a strong sense of connectedness to the school, with generational involvement apparent.

Staff describe a strong sense of community, and identify the presence of a strong collegial culture of mutual trust. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents. Staff and students articulate a high level of pride in being members of the school community. Parents are identified as partners in promoting student learning and wellbeing. Community members and parents identify a strong sense of connectedness to the school, with generational involvement apparent.

Executive leaders highlight the importance of developing a strong and highly skilled workforce to support learning outcomes for all students.

Creative methods to attract teachers to the school are described by executive leaders. This includes some leaders and early career teachers making visits to schools, trade fairs and universities in south-east Queensland to speak with prospective teachers completing their studies. Many teachers express their support for the efforts of executive leaders in creating the best possible team. They speak of the support they receive from their colleagues for their work and wellbeing, and feel this is one of the greatest benefits in their development.

Staff members actively seek ways to enhance student learning and wellbeing through the development of strong school and community partnerships.

Through partnering with parents and families, other education institutions, local businesses and community organisations, the school engenders support and access to resources, services and expertise which broadens opportunities and experiences available for students. An active Parents and Citizens' Association (P&C) supports school priorities. Leaders value and seek to further strengthen partnerships with families and the local community.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Systematically enact mechanisms to monitor and guide the school's improvement agenda, including the development of strong 'lines of sight' to enhance precision and consistency of implementation.

Domain 6: Systematic curriculum delivery

Develop and systematically implement a whole-school approach to moderation, with particular attention on setting aside time to discuss pedagogy and curriculum enactment at the early moderation junctures to support teachers to align pedagogy and assessment tasks with curriculum.

Domain 7: Differentiated teaching and learning

Initiate documentation of the school's beliefs and vision for inclusive education, and build staff members' understanding of, and confidence in, contemporary inclusive practices, to inform the successful learning of the diverse range of students.

Domain 2: Analysis and discussion of data

Develop leader's data expertise to support sophisticated use of data, including a focus on priority equity cohorts, Level of Achievement (LOA) data trends, and the effective use of standardised testing to enhance student learning outcomes.

Domain 8: Effective pedagogical practices

Formalise and enact a process of formal observation and feedback by leaders to teachers on their use of agreed pedagogical approaches to further build the capability of the expert teaching team.

Domain 1: An explicit improvement agenda

Refine the EIA to provide greater clarity to staff members of its intent, and determine and communicate precise measures, timelines and milestones to drive progress.