Tin Can Bay State School

Executive Summary

School Improvement Unit

Queensland Government

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Tin Can Bay State School** from **6 to 8 February 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.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Gary Lacey	Internal reviewer
John Bosward	Internal reviewer

1.2 School context

Location:	Schnapper Creek Road, Tin Can Bay
Education region:	North Coast Region
Year opened:	1999
Year levels:	Prep to Year 10
Enrolment:	349
Indigenous enrolment percentage:	23 per cent
Students with disability enrolment percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	917
Year principal appointed:	2016
Full-time equivalent staff:	24.1
Significant partner schools:	Gympie State High School, Rainbow Beach State School
Significant community partnerships:	Returned and Services League of Australia (RSL) Tin Can Bay Sub Branch, Cooloola Coast Community Local Disaster Management Support Group, Tin Can Bay Community Transitions Group
Significant school programs:	Speech Sound Pics (SSP), Positive Behaviour Support, Social and Emotional Learning programs

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD) – Secondary, HOD - Student Services, Head of Special Education Services (HOSES), master teacher, Support Teacher Literacy and Numeracy (STLaN), guidance officer, instrumental music teacher, music teacher, Language Other Than English (LOTE) teacher, physical education teacher, 21 classroom teachers, 10 teacher aides, 15 parents and 30 students.

Community and business groups:

- President of Parents and Citizens' Association (P&C), tuckshop convenor and Indigenous Support Group.

Government and departmental representatives:

- Assistant Regional Director

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Action Plan 2016
Investing for Success 2016	Attendance Policy
Headline Indicators 2016	School Data Profile 2016 Semester 2
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Curriculum, assessment and reporting framework	School Reading, Spelling and Writing Program
School Opinion Survey	

2. Executive summary

2.1 Key findings

The school has dedicated staff members who are committed to continuous improvement and indicate a willingness to undertake professional learning to strengthen their teaching practice.

Staff members report they regularly engage in informal professional conversations with colleagues regarding teaching practice. There is a documented P-10 professional learning plan. Annual Performance Development Plans (APDP) are developed for teaching staff members and are linked to the school's improvement agenda.

Most staff members demonstrate an understanding of the backgrounds of students and recognise the importance of positive and caring relationships to successful learning.

There is an opportunity for the school community to collaboratively develop strategies to enhance the school's culture and establish a strong sense of pride and belonging in the school.

The school is implementing the Australian Curriculum (AC) through the use of Curriculum into the Classroom (C2C) unit plans.

Some teachers informally discuss and share curriculum ideas and plans with their teaching colleagues. The school is in the process of providing release time to teachers to plan units of work. The leadership team is aware that a curriculum leader is required to lead curriculum planning.

The leadership team has developed an Explicit Improvement Agenda (EIA) focusing on improving student learning outcomes.

Staff members are able to articulate that the EIA is focusing on Speech Sound Pics (SSP), student behaviour and attendance. The focus on improving reading comprehension is emerging in the school. Responsible officers, targets and timelines for achievement are evident. Systematic monitoring of the achievement of set targets is yet to occur.

Data is collected and analysed by school leaders and teachers at whole-school, cohort, class and individual student levels to identify trends and inform school and classroom programming and school priorities.

Efforts are made to understand students' achievement levels and to identify areas for individual student and school improvement through the collection and analysis of a range of student learning data. Teachers' data literacy skills vary with some teachers confident in their data analysis processes. Other teachers report they require further assistance in developing their data literacy skills.

The school has established a range of processes to identify and respond to student needs through the allocation of human and financial resources.

The leadership team reports that it is increasingly difficult to attract and maintain high quality teachers to the school. Currently there is a number of school staff members in acting leadership positions. The principal is continuing to liaise with regional human resource personnel to establish permanent positions for staffing stability to meet the current and future needs of the school.

School staff members are aware of the importance of developing and maintaining strong partnerships with families and community to enhance outcomes for students and the school.

Some community businesses, organisations and individuals donate produce for the school's Breakfast Club which is coordinated by the school's Chaplain and staffed by community volunteers including representatives from the local church and Lioness Club.

The physical environment of the school is attractive with well-maintained buildings and grounds.

A range of available facilities is available to meet the learning needs of students in the school including multi-purpose courts, school hall and library. Many classrooms are attractively presented with colourful displays and artefacts to support the teaching and learning process.

2.2 Key improvement strategies

Collaboratively develop strategies to enhance the school's culture that are reflective of school and community values and instil a sense of pride and belonging.

Provide regular opportunities for teams of teachers to collaboratively plan and review curriculum units, with the support of the school's curriculum leader, to maintain the integrity and rigour of the AC.

Collaboratively develop a narrow and sharp EIA which identifies key improvement areas with identified targets, agreed strategies for implementation, monitoring systems and timelines.

Provide regular opportunities for teams of teachers to meet to analyse cohort, class and individual student achievement data.

Develop a workforce plan, in consultation with regional human resource personnel, to ensure that high quality teachers and school leaders are attracted to and maintained as part of the teaching team of the school.