

Tin Can Bay State School

School Review Report



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 **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 instill 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.



3. Findings and improvement strategies against the domains

3.1 An explicit improvement agenda

Findings

The leadership team has developed an EIA focusing on improving student learning outcomes through the implementation of SSP and comprehension strategies to improve reading. Behaviour support and the monitoring of attendance are also key improvement areas. A commitment to the implementation of the EIA is evident in the leadership team.

The EIA is documented in the 2016 Action Plan. Responsible officers, targets and timelines for achievement are evident. Systematic monitoring of the achievement of set targets is yet to occur.

A team roles and responsibilities document is developed. Some staff members indicate that there is overlap in leadership roles which leads to some confusion regarding clear lines of sight.

Staff members can articulate the EIA is focusing on SSP, student behaviour and attendance. The focus on improving reading comprehension through the use of *Comprehensive Assessment of Reading Strategies (CARS)* and *Strategies to Achieve Reading Success (STARS)* and Sheena Cameron's¹ *Teaching Reading Comprehension Strategies* is emerging in the school.

SSP is embedded in the primary school. Teachers can articulate the SSP program and the strategies used in their classrooms. SSP artefacts are on display across the primary and secondary school.

The use of SSP to support literacy in the secondary school is developing. Clear understanding of how to implement SSP in the secondary curriculum varies. All staff members have had multiple opportunities for Professional Development (PD) in 2016. New teachers to the school have undertaken an intensive SSP induction. The leadership team is aware of the need to provide ongoing support for new teachers.

The support of student behaviour and engagement is an ongoing focus for the school. Some school-wide strategies are developed including artefacts in classrooms regarding expected student behaviours and behaviour monitoring and reward systems. The consistent use of agreed school-wide behaviour strategies requires further development. School staff members report that responses to behaviour incidents are sometimes inconsistent and could occur in a timelier manner.

¹ Cameron, S. (2009). *Teaching reading comprehension strategies: A practical classroom guide*. Pearson.



A range of wellbeing programs and strategies is established to support students in the school. The chaplain, nurse and teacher aide student services provide daily interventions for identified students.

An attendance strategy is developed to improve the attendance of students. Automated text messaging alerts are sent to parents of students with unexplained absences. An attendance officer is employed to follow up with daily phone calls to parents. The principal identifies that attendance is an ongoing issue and further strategies are required. The 2017 focus is on students attending less than 85 per cent. Attendance is discussed at weekly leadership and student support meetings. Teaching staff members are aware of the focus on attendance. There are limited classroom-based attendance reward systems established.

All staff members are committed to improving the learning outcomes of students in the school and work hard to support the many complex learning needs of students in the school.

The principal acknowledges that there is a need to build school and community commitment to high expectations of student behaviour, attendance and engagement that are rigorously actioned. The principal acknowledges that this could occur through a collaborative visioning process.

National Assessment Program – Literacy and Numeracy (NAPLAN) student achievement data is analysed over time and the summary of this data is shared with teaching staff members. School processes are developed to understand the achievement levels of Indigenous students, those facing disadvantage and Students with Disability (SWD). A diversity team meets fortnightly to review referred students and plan appropriate support strategies.

Explicit targets for achievement are set for SSP and primary teachers know the expected achievement targets for their students. Targets are yet to be fully communicated to the wider school community.

School staff members are committed to improving the quality of teaching and learning in the school. They are open to school leaders being in their classrooms and providing feedback regarding their practice.

Improvement strategies

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

Regularly communicate the EIA to the school community and celebrate successes of the school broadly.

Undertake a school and community visioning process to set the common values, beliefs and expectations of the school.



3.2 Analysis and discussion of data

Findings

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.

A whole-school data framework is developed to guide the collection of a range of student data. This data is stored electronically in OneSchool and on the school's G drive. A strong focus across the school is on the collection of data relating to SSP, CARS and STARS and '*Words Their Way*'. The framework lists a range of other diagnostic tools about which data is not currently being collected.

Discussions with teachers reveal that their 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 to assist them to determine misunderstandings and learning difficulties and plan strategies to move students to the next level of learning. Regular opportunities for teacher PD in the analysis and interrogation of data is yet to be scheduled.

Opportunities for teachers to meet with school leaders to discuss their cohort, class and individual student data is a process yet to be established across the school. It is reported that opportunities for teams of teachers to meet to interrogate student learning data will occur throughout this year.

Student attendance and behaviour incident data are systematically collected across the school. This data is regularly analysed to identify trends and strategies are implemented to address identified needs.

The school has undertaken the task of understanding its NAPLAN performance through a comprehensive analysis of school-wide, cohort and individual student data. This data is shared with staff members and strategies are implemented in an endeavour to improve the school's NAPLAN performance.

Student participation rates in NAPLAN testing are declining over time with the exception of the Year 5 cohort which maintains a 100.0 per cent level of participation in 2016. Year 3 participation in 2016 ranges from 88.9 per cent to 91.1 per cent, a decline from 98.0 per cent in 2008. Year 7 participation rates in 2016 range from 69.7 per cent to 72.7 per cent in 2016, a decline from 95.9 to 98.0 per cent in 2008. In 2016, Year 9 participation rates range from 50.0 per cent to 65.0 per cent which compares to a range of 92.9 to 97.6 per cent in 2008. School staff members indicate that increasing numbers of students are withdrawn from NAPLAN testing in the secondary years by parents.



The Upper Two Band (U2B) performance of the students varies across the school. Year 3 U2B achievement is above Similar Queensland State Schools (SQSS) in reading and numeracy, similar to SQSS in writing and below in spelling and grammar and punctuation. Year 5 U2B achievement is similar to SQSS across all strands except numeracy which is below SQSS. Year 7 U2B achievement is above SQSS in reading and writing and similar to SQSS in spelling, grammar and punctuation and numeracy. Year 9 U2B achievement is above SQSS in writing and below SQSS across the other strands.

Years 3, 5, 7 and 9 Mean Scale Score (MSS) achievement is similar to SQSS across all strands of NAPLAN except for Year 9 reading which is below SQSS.

In relation to achievement at or above the National Minimum Standard (NMS) in 2016, Year 3 performance is above that of Queensland State Schools (QSS) in all test areas. In 2016, Year 5 performance is above QSS in writing, grammar and punctuation, and numeracy and below QSS in reading and spelling. Year 7 and Year 9 NMS achievement levels are below QSS across all strands except Year 9 reading which is above QSS.

Student relative gain 2014 – 2016 Year 3 to Year 5 is similar to SQSS in all test areas except grammar and punctuation which is below SQSS. Relative gain for Year 5 to Year 7 2014 -2016 is above SQSS in reading, similar in writing, spelling and grammar and punctuation and below SQSS in numeracy. Year 7 to Year 9 student relative gain for 2014 - 2016 is similar to SQSS in writing and grammar and punctuation and below SQSS in reading, spelling and numeracy.

The school's performance in relation to Closing the Gap in Year 3 reading indicates that the mean score of Indigenous students is 44 scale points below that of non-Indigenous students.

Improvement strategies

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

Engage all teaching staff members in ongoing PD to ensure their data literacy skills enable deeper understandings of data to inform differentiated teaching practices.

Review the whole school data framework to ensure it is reflective of current school priorities.



3.3 A culture that promotes learning

Findings

The school community is ranked in the twelfth percentile of the Index of Community Socio-Educational Advantage (ICSEA). This factor brings a level of complexity to the school which requires flexible responses to support the social, emotional, behavioural and learning needs of students.

Most staff members demonstrate an understanding of the complex nature of the school community and recognise the importance of positive and caring relationships to successful learning and student engagement. The school has recently established inclusive strategies where SWD and identified learning difficulties are catered for in mainstream classrooms alongside their same-age peers.

Many classrooms are attractively presented with colourful displays and artefacts to support the teaching and learning process. School staff members report that most students in the primary setting engage with the learning opportunities offered by their teachers. Staff members and students in the secondary sector report that it remains a challenge for some teachers to ensure their students are readily engaged in classroom learning opportunities.

Behaviour management is recognised as an ongoing concern for the school. The 2016 School Opinion Survey (SOS) indicates that 69.8 per cent of parents agree with the statement, 'Student behaviour is well managed at my school'. Staff member agreement with this statement is 80.9 per cent and student agreement that behaviour is well managed is at 46.7 per cent.

The Responsible Behaviour Plan for Students (RBPS) was reviewed during 2016 with input received from key stakeholder groups. This plan documents a commitment to student learning and well-being and outlines detailed processes for managing student behaviour.

The school's behavioural expectations, '*Be safe, Be a learner and Be respectful*', are known and understood by most students. A daily feedback process has been created to recognise positive behaviour efforts and visually alert students who are not making good behaviour choices. Behaviour data is entered into OneSchool and is shared with staff members.

The '*You Can Do It*' (YCDI) social/emotional learning program is implemented in the school. A weekly focus lesson is communicated on the whole-school assembly and is reinforced in classrooms across the school. Positive behaviours are rewarded through 'TCB ticks' with a weekly raffle draw occurring on assembly to recognise ten students for their positive efforts during the previous week.

The leadership team and staff members indicate that further work needs to be undertaken to maintain a safe, supportive and disciplined school environment with a greater consistency of whole-school processes being implemented, particularly in the secondary setting.



Secondary students speak with pride about the school's signature program in volleyball. They indicate they would appreciate further opportunities to be offered through sporting, cultural and academic areas to provide them with an increased sense of pride and achievement.

Staff members speak positively of the collegial support and efforts made by fellow staff members to ensure staff wellbeing. A number of staff members express concerns regarding their ability to maintain a reasonable work-life balance and high levels of morale.

Staff members demonstrate a strong sense of ownership and pride in the school. A number of staff members indicate they would value more opportunities to be involved in collaborative decision-making regarding issues which have an impact on their work, student wellbeing and learning. Staff members strongly indicate that better communication strategies are required in order for the school to operate more effectively.

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.

Student attendance remains a concern for the leadership team and school staff members even though a number of strategies established to address student absences. The year to date, average attendance of students is 89.1 per cent. 22.8 per cent of students are currently identified as attending less than 85 per cent of the school year. School data indicates that regular attendance declines in the secondary years of school.

Reward days are held at the end of each term to recognise students with high levels of attendance. The school leadership team recognises the importance of student attendance and acknowledges that further work needs to occur in this area to reach the school's target of 91 per cent average attendance.

The 2016 SOS indicates that the overall rating for all survey items by parents is 75.0 per cent. This compares with a Like Schools Group rating of 90.9 per cent. The overall rating for all survey items by staff members is 90.5 per cent and 87.7 per cent for students. Satisfaction rates for the survey item 'This is a good school' are 73.3 per cent for parents and 79.6 per cent for students.

The school offers a number of opportunities for parents to be involved in the life of the school. These include learning celebrations and annual events including the athletics carnival, ANZAC service and cultural celebrations. Even though many of these activities attract parent involvement, it is apparent that further strategies are required to genuinely engage parents as strong partners in the students' education.



Improvement strategies

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

Build capacity of staff members to further support the implementation of the school's RBPS to ensure whole-school behaviour management processes are consistently implemented across the school.

Develop signature programs to support the development of student pride in and engagement with the school.

Collaboratively develop, implement and monitor strategies to maintain high levels of staff member wellbeing.



3.4 Targeted use of school resources

Findings

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

The current bank balance is \$587 271 with \$270 641 allocated for asset replacement. The principal and Business Services Manager (BSM) meet weekly to discuss the budget including adjustments, resource allocations and purchasing requirements. The budget aligns to the school's and department's priority areas.

The school received \$255 796 in 2016 under the Investing for Success (I4S) initiative. Funds are used to employ an attendance liaison officer, additional behaviour and learning support and release time for coaching and PD in SSP. This expenditure aligns with the school's EIA.

The leadership team reports that it is increasingly difficult to attract and maintain high quality teachers to the school. 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.

The Diversity Team meets weekly to case manage students who are receiving learning and social emotional support. A detailed referral process is in place including a documented continuum of support. Comprehensive student plans and class overviews are developed. All plans are created within OneSchool student support functionality. Plans are frequently updated and information is communicated to classroom teachers and support staff members.

Teacher aide time is allocated to a student services support role. This role support students who may require additional support not to disengage and referred students with behaviour or social emotional needs. A Social and Emotional Learning Program is developed and weekly lessons are included.

The learning and emotional needs of students are supported through the allocation of special education teachers including a Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN) and Speech Language Pathologist (SLP). Student numbers have decreased in 2017 which has resulted in a need to re-allocate teacher aide hours for class support and targeted programs.

School-wide programs to provide targeted support for identified students are developed and implemented for students requiring speech language support and students requiring intervention support for SSP. The STLaN operates a Learning Connections program focusing on the development of sensory motor skills for Prep to Year 2 students. SSP activities are incorporated into these activities.



Intervention programs are tracked and monitored by specialist staff members. Parents receive regular communication regarding student progress.

A teacher aide is employed to support the learning needs of identified Indigenous students. High achieving Indigenous students participate in the Solid Pathways Program.

The school is well maintained and has a range of available facilities to meet the learning needs of students in the school including multi-purpose courts, school hall and library. Some sporting and music opportunities are available for students. Students express a desire for further sporting, music and excursion opportunities to enhance their learning.

Information communication technologies are evident in the school. Laptop trolleys are available in the secondary school and desk top computers and iPads are available in the primary school. The school is yet to have full wireless connectivity. Some teachers are using electronic whiteboards to support student engagement and learning.

Improvement strategies

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 at the school.



3.5 An expert teaching team

Findings

The school has dedicated staff members, many of whom are committed to continuous improvement and indicate a willingness to undertake professional learning to strengthen their teaching practice. Teaching staff members report they regularly engage in informal professional conversations with colleagues regarding their teaching practice.

A documented P-10 professional learning plan is developed. Annual Performance Development Plans (APDP) are developed for teaching staff members and are linked to the school's improvement agenda. Teacher aides and office staff members will commence the annual performance development process in Term 1, 2017.

An induction process is apparent for staff members new to the school. Teachers meet with the deputy principal on a weekly basis. The mentoring of beginning teachers program is implemented across the school. Beginning teachers appreciate the support they receive through the initial induction process and indicate a desire for ongoing support.

A plan is currently being developed to provide teachers with release time from class in order to participate in a process of collaborative unit planning with their cohort colleagues and curriculum leaders. Teaching staff members are looking forward to these opportunities.

Some teachers indicate that they engage in informal curriculum moderation with their colleagues. The school plans to implement a formal process of internal moderation commencing this term.

The school has committed to providing professional learning to teachers in the Essential Skills for Classroom Management (ESCM). Classroom profiling methodology is used to provide feedback to teachers. Four staff members are trained as classroom profilers.

Professional learning in 2016 focused on providing knowledge and skills to teachers and teacher aides in the use of SSP. This investment has resulted in consistent implementation across the primary classrooms. Staff members speak highly of the training provided to them. In 2016 the SSP program included modelling of effective practice for teachers. This process was well received by teachers and they indicate that further opportunities for this type of professional learning would benefit their teaching practice.

The principal engages with a range of local schools to support the strategic direction of the school and professional practice of staff members including the North Coast Mathematics project and Reboot Education program.

Staff meetings are held each week. Meetings discuss operational matters and include a 'professional growth' focus. Focus topics include the school's EIA, pedagogy and data analysis. The leadership team meets regularly using similar agenda items to focus discussions.

The principal acknowledges that some members of the leadership team are new to their role and require opportunities to further develop their instructional leadership skills.



Improvement strategies

Create opportunities for teachers to engage in a broad range of professional learning activities including working in collegial teams and engaging in coaching and mentoring to improve their professional practice.

Provide pathways for members of the leadership team to strengthen their capacity as instructional leaders.



3.6 Systematic curriculum delivery

Findings

The school is implementing the AC through the use of C2C unit plans. Most teachers in the primary school are using the documented P-6 unit schedule to guide the implementation of C2C units.

A curriculum and assessment framework is developed that provides a whole-school planning flow chart, time allocations and descriptions of English and mathematics units. This framework is new to the school and is yet to be fully implemented from P-6.

A common unit planning template is in the process of being implemented by staff members in the primary and secondary school. Teachers report they require further support in the use of this template and have requested planning exemplars.

The Head of Department (HOD) in the secondary school oversees curriculum provision for students in Years 7 to 10. Some teachers are supported by the HOD in the development and implementation of C2C units. Clear processes and guidelines for curriculum provision in the secondary school are not yet clear.

A detailed, sequenced whole-school P-10 curriculum plan that makes clear what teachers are to teach and guides teacher planning and assessment and reporting is yet to be developed.

Staff members at the school complete units of work and store these on the common school network. Teachers report that they make adjustments to the content of curriculum units to suit the needs of their students. Quality Assurance (QA) processes to ensure the integrity of the AC is maintained are yet to be developed.

Some teachers are informally discussing and sharing 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 these planning sessions.

Some teachers provide information to parents on various curriculum activities undertaken in the classroom. Opportunities are available for parents to come into the school and celebrate student learning.

School leaders have focused time and energy on the implementation of the school's SSP program and the recent introduction of CARS and STARS and Sheena Cameron's comprehension strategies. There is an expectation that these focus areas are implemented across the whole school. A *'Tin Can Bay P-10 Reading, Writing and Spelling Program'* is documented and implemented.

A documented program that develops the personal and social capabilities of students is apparent in the school and includes weekly lesson plans. The school is complementing this program with the introduction of the Reboot framework this year to enhance the culture of learning in the school.



The principal is aware that the engagement of students in the curriculum is critical to the successful outcomes of students. Discussion is occurring with teachers and the leadership team regarding strategies to improve student engagement through different pedagogical approaches and the development of locally contextualised curriculum units. Students in the secondary school indicate a desire for further opportunities for learning beyond the classroom.

A priority is given to constructing learning experiences within the classroom that are accessible for students with particular learning needs and disabilities. The HOSES and special education staff members develop Individual Curriculum Plans (ICP) in line with departmental expectations for those students who require partial and different year level curriculum. Some teachers express a need to develop their skills in implementing ICPs in the classroom.

Teaching staff members across the school are using the C2C assessment tasks. Most teachers are adapting assessment tasks and Guides to Making Judgements (GTMJ) to suit the learning needs of their class. Processes to quality assure adjusted assessment tasks and GTMJs against the achievement standards of the AC are yet to occur.

Teachers report that they informally moderate with colleagues at reporting intervals. Opportunities for formal moderation processes, within and beyond the school, are planned for this year.

Reporting processes align with departmental expectations. Written reports are provided to parents twice a year with opportunities for parent teacher interviews. Some parents report that they are satisfied with the information they receive regarding their child's learning.

Improvement strategies

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.

Develop formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement relating to student Levels of Achievement (LOA).

Engage the support of the regional curriculum advisor to facilitate the development of a P-10 curriculum framework aligned to the AC.



3.7 Differentiated teaching and learning

Findings

School leaders and teachers use a range of data sources to identify and respond to the learning needs of individual students.

The school is working towards developing a data culture as a foundation for school-wide differentiation. A range of student achievement data is collected with most teachers using this data to modify practice and programming to address the day-to-day learning needs of individual students.

The Nationally Consistent Collection of Data (NCCD) process identified a significant number of students who require reasonable adjustments to their learning. In 2016, 36.4 per cent of students were identified as requiring additional support. 18.4 per cent of these students were identified as requiring substantial or extensive adjustments to support them with their learning. The student profile of the school provides an ongoing challenge for the leadership team and school staff members to effectively support the learning, social/emotional, wellbeing and behaviour needs of individuals and cohorts of students.

Class teachers are able to refer students they have concerns about to the Diversity Team for consideration. Teachers report they would appreciate the opportunity to attend meeting to collaboratively develop strategies for the implementation of adjustments in their classrooms.

Most intervention programs are offered in class through the allocation of the STLaN, Special Education Program (SEP) staff members and teacher aide time. Some withdrawal programs are offered to identified students in SSP, speech language development and perceptual motor development.

Students with disability have their learning and social/emotional needs catered for in regular classrooms where they learn alongside their same age peers. This process of inclusion is relatively new in the school and is being well supported by mainstream class teachers.

Individual curriculum plans and other support plans are developed for identified students including SWD, students with significant learning difficulties, behavioural issues and social, emotional and wellbeing needs. These plans are recorded in OneSchool and are regularly reviewed with input from classroom teachers and parents.

A differentiation planner is developed to assist with planning of differentiated learning experiences for individuals and groups of students. There is an expectation that teachers will regularly refer to this planner in planning for their day-to-day teaching and learning experiences. Teachers report varying levels of use of this planner to assist with their planning for differentiated learning in English and mathematics.



Some teachers are able to confidently describe processes they have established to support differentiated learning experiences in their classrooms. These include grouping students according to ability for reading, spelling and mathematics, forming needs groups during lessons, monitoring student learning during independent work and using teacher-aide and peer tutor support. Differentiation practices vary across the school and are more apparent in the early years of schooling.

Some teachers and students discuss and negotiate individual learning goals to improve outcomes in identified areas of learning. This practice is yet to be embedded across the school with teachers at different stages in their implementation of this learning strategy.

Improvement Strategies

Strengthen classroom teachers' skills in the planning and delivery of differentiated learning experiences for the range of student abilities and students requiring significant adjustments to their learning.

Implement a consistent school-wide process for the development of student learning goals which are regularly monitored and reviewed.



3.8 Effective pedagogical practices

Findings

School leaders recognise the need for effective teaching to improve student learning across the primary and secondary cohorts. Teachers are committed to the development of effective teaching and learning practices to facilitate consistent student improvement. Some staff members engage in informal, collegial discussions regarding approaches to pedagogy.

The school is using aspects of the Art and Science of Teaching (ASoT) framework, with a focus on Design Question 1. The Gradual Release of Responsibility (GRR) instructional model is viewed by staff members as an effective pedagogy for use across the school. The implementation of these pedagogical strategies is yet to be embedded across the school.

The use of We are learning to (WALT) and What I'm looking for (WILF) are common in teachers' daily practice. Artefacts relating to these pedagogical strategies are apparent in classrooms and teacher planning. The leadership team has conducted walkthroughs in relation to this expected practice.

A pedagogical framework that sets the signature pedagogical practices for the school is yet to be developed and documented.

School leaders conduct classroom walkthroughs and provide teachers with informal positive feedback regarding their classroom environment. The leadership team has commenced timetabled observation and feedback processes with teachers. Teachers choose the focus area with school leaders providing detailed written feedback to the teacher. Teachers value this process and the feedback they receive.

Secondary students articulate that teachers unpack assessment criteria tasks with them and provide detailed information regarding how they can improve in their learning. Teachers provide students with feedback regarding their progress with assessment tasks. Students are able to articulate where they are positioned in their learning journey. In the primary school student feedback is less formal and predominantly provided through oral discussions.

A culture of high expectations for learning and students' belief in their ability to succeed is yet to be embedded as part of the school culture. A strong belief that Tin Can Bay students can be successful learners and have the ability to achieve high quality outcomes is not currently held and voiced by all students and community members.

The master teacher supports teachers to improve reading, specifically using the SSP program. Modelling and coaching are undertaken to support the pedagogy required for teachers to successfully implement this program.

Primary students speak positively regarding their learning environments indicating they are generally safe, supportive and welcoming places in which to learn.



Improvement strategies

Develop a pedagogical framework which describes agreed high-yield teaching strategies for consistent implementation across the school.

Build a culture of high expectations for learning and students' belief in their ability to learn and succeed.



3.9 School-community partnerships

Findings

The leadership team is aware of the importance of developing and maintaining strong partnerships with families and community to enhance outcomes for students and staff members.

The principal acknowledges a need to develop a community engagement framework to enhance communication, partnerships, collaboration, decision-making and participation processes for the school and to enhance its standing in the community.

A Kindy to Prep transition program is established, including a comprehensive written parent package, information sessions and school visits.

Some activities are apparent that facilitate the transition of students from Year 6 to Year 7 including Year 6 students participating in some secondary school lessons. A process to support student information handover is yet to be developed.

Parents and community members indicate that there is a significant drain of students from Year 6 to other preferred high schools. This trend is acknowledged by school staff members.

The school has identified a staff member to act as a parent volunteer coordinator to encourage and manage parent participation. Activities include Garden Club, Breakfast Club, Support a Talker and classroom volunteers.

Established community partnerships are limited. 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.

A Coffee Club operates in the school each week before parade in an effort to attract parents and community members and to welcome them into the school.

Meet and greet events are conducted where parents are invited into classrooms to view student work and interact with staff members. This is followed with a social barbecue.

The maintenance of an active Parents and Citizens Association (P&C) has been problematic over number of years. The association is currently active with all executive positions filled. The P&C is responsible for the operation of the school tuckshop including the employment of a convenor and management of volunteers. The P&C is currently investigating ways to raise funds to support the school.

An Indigenous Support Group works with the school to plan and run an annual Culture Day in the school. They articulate an enthusiastic desire to increase their level of engagement with the school, initially through an increase in effective two way communication.



The school has communication protocols and practices including the publishing of an electronic and paper newsletter on a fortnightly basis, the school's website and a Facebook presence.

The school presents an end of year awards ceremony which is well supported by the community.

Improvement strategies

Collaboratively develop a community engagement framework to build sustainable community partnerships.

Actively market the school's secondary program, including curriculum opportunities and signature programs, to build positive relationships with the community and increase retention rates from Year 6 to Year 7.