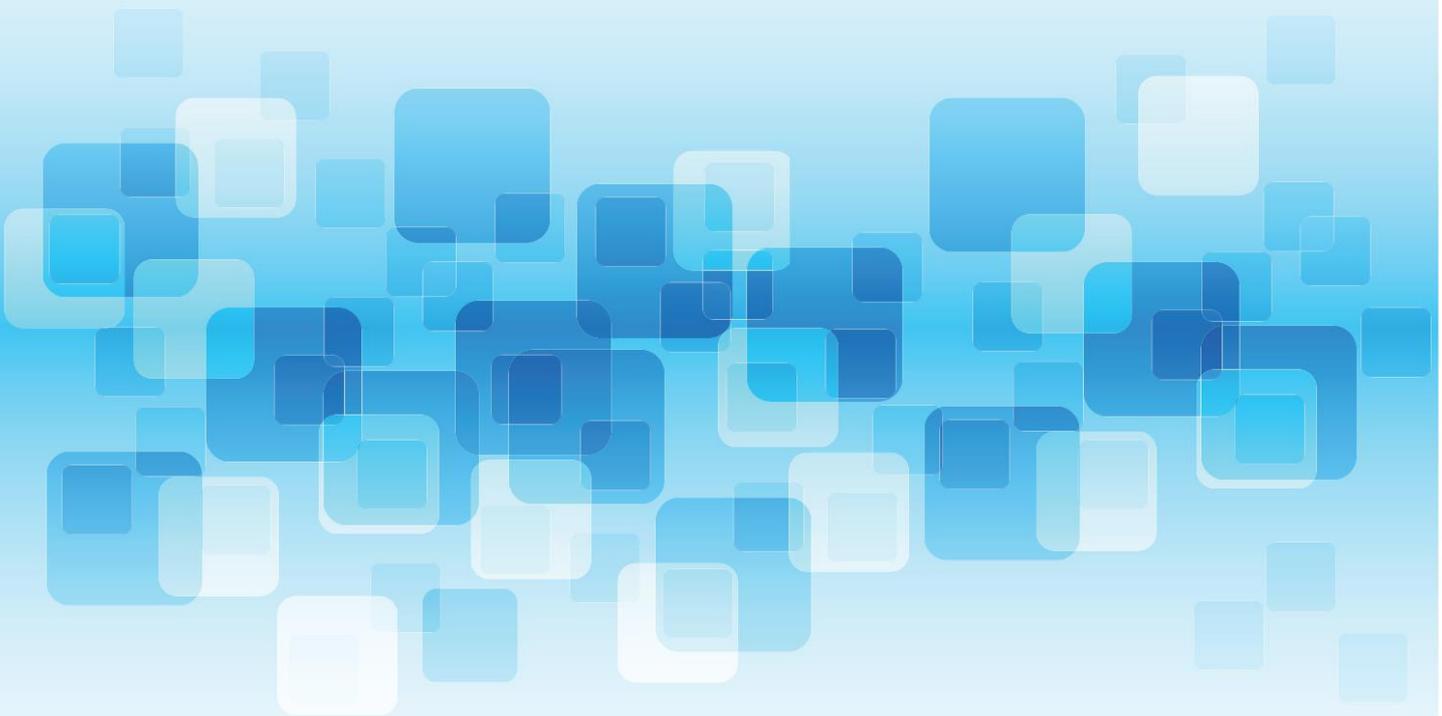




School Improvement Unit Report

Tannum Sands State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Tannum Sands State School from 30 March to 1 April 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Waratah Crescent, Tannum Sands 4680
Education region:	Central Queensland
The school opened in:	1983
Year levels:	Prep to Year 6
Current school enrolment:	727
Indigenous enrolments:	4.8 per cent
Students with disability enrolments:	3.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	2011
Number of teachers:	48.8 full-time equivalent teachers
Nearby schools:	Benaraby State School, Boyne Island State School, Tannum Sands State High School, St Francis Catholic Primary School
Significant community partnerships:	Gladstone Tutorial Centre, Central Queensland Sporty Schools – Australian Football League, Literary Carnivale and Brisbane Writers' Festival, Nhuludu Health, Gladstone Youth Music Council
Unique school programs:	Green Club, S.U.R.F, Indigenous Community Cultural Day



1.3 Review methodology

The review was conducted by a team of three reviewers from the SIU.

The review consisted of:

- A pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Six members of the leadership team
 - 30 classroom teachers and specialist teachers
 - 15 non-teaching staff
 - Four parents
 - Principals of local primary and high schools
 - Parents and Citizens Association (P&C) President
 - 22 student leaders
 - Students in their classrooms and the playground

1.4 Review team

Glenn McGowan

Internal Reviewer, SIU (review chair)

Robert Cole

External Reviewer

Sean Maher

Peer Reviewer



2. Executive summary

2.1 Key findings

- The principal and the curriculum leadership team have led significant cultural and systemic reform over the last four years, which has resulted in greater clarity, consistency and cohesiveness of teaching and learning practices in the school.

This includes a collaborative visioning process leading to the renewal of the school's mission, vision, values, motto, rules, routines and procedures. Continual support for the de-privatisation of classrooms and the introduction of processes to assist teachers to work more collaboratively on the delivery of curriculum programs is highly evident.

As a result of this work, there is a more systematic and consistent approach to curriculum delivery and an increase in teacher capability in terms of supporting and tracking student learning, especially in the area of literacy. The school is perceived by both staff and the community as a high performing school.

While some teachers have commented on the magnitude of the change, support from the new curriculum leadership team is highly valued and they feel well positioned for further success in supporting student learning. There is a very optimistic tone to the school.

- A wide range of school improvement priorities is evident and most are impacting significantly on practice in most classrooms.

Staff, parents and students report that there has been significant progress in the development of whole school curriculum programs, pedagogy and practices in recent years.

There is a strong focus on explicit instruction, the Tannum Wave (behaviour support program), rapid recall routines, reading, writing, student goal setting, data analysis, and the introduction of the *Tannum 5 Fixes* process for supporting the differentiation of teaching and learning in literacy. Some of these strategies are yet to be fully developed and embedded across the whole school, however progress to date is strong and making a positive impact on classrooms.

- There has been consistent improvement in student learning outcomes and the learning needs of specific cohorts are being addressed.

National Assessment Program - Literacy and Numeracy (NAPLAN) comparisons with similar schools identify that the school's mean performance is above similar schools in 5 strands, close to 9 strands and below in 1 strand. Mean scale scores across years 3, 5, and 7 show consistent improvement over time.



2.2 Key improvement strategies

- Narrow and sharpen the school improvement agenda in order to embed whole school programs and practices before moving on to the next agenda item. Articulate a precise and explicit action plan relating to the improvement agenda including timelines, milestones and targets.
- Embed whole school curriculum programs and further develop school front-ending processes for curriculum planning and delivery.
- Supervise the horizontal and vertical alignment of curriculum programs as you continue to adapt C2C units.
- Model, coach, supervise and give feedback to teachers to further develop their capability to deliver key improvement priorities to support teaching and learning.
- Develop teachers' ability to differentiate learning through targeted professional development and coaching. Embed the *Tannum 5 Fixes* process to support the planning and delivery of differentiation for student learning across the school.
- Develop a more strategic approach to developing partnerships that will assist in providing sustainable programs to support student learning and welfare needs.
- Engage parents and pre-Prep providers to assist with not only the transition of students to Prep, but also to provide early intervention screening and support for pre-Prep students and their families.