

# Tamborine Mountain State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Tamborine Mountain State School** from **19 to 21 October 2021**.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Noel Baggs	Peer reviewer
John Enright	External reviewer



## 1.2 School context

<b>Location:</b>	Curtis Rd, Tamborine Mountain	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	592 students	
<b>Indigenous enrolment percentage:</b>	2.9 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5.7 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	17.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1056	
<b>Year principal appointed:</b>	2012	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD/C), Head of Department – Differentiation (HOD/D), Head of Special Education Services (HOSES), Business Manager (BM), Support Teacher Literacy and Numeracy (STLaN), Human Resources (HR) manager, Youth Support Worker (YSW), 27 teachers, 13 teacher aides, two administrative officers, two cleaners, facilities officer, 22 parents and 59 students.

Community and business groups:

- Tamborine Mountain school council representative, Tamborine Mountain Parents and Citizens' Association (P&C) representatives and Camp Australia Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Tamborine Mountain State High School principal, St Bernard State School Head of Department – Curriculum (HOD-C) and Goodstart Early Learning director.

Government and departmental representatives:

- State Member for Scenic Rim and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	One School : One Plan
School improvement targets	School differentiation framework
School pedagogical framework	Teaching and Learning Framework
Assessment and Data Framework	School newsletters and website
School Opinion Survey	Student Code of Conduct



## 2. Executive summary

### 2.1 Key findings

#### **The school's mission is articulated as *'Every child will learn and flourish'*.**

All staff are driven by a deep belief that every student in every classroom, every day will succeed and is capable of successful learning. The school mission is highly apparent within the respectful, inclusive relationships that exist between members of the school community, engaging learning and play environments, and the consistent focus on student learning and wellbeing.

#### **The school has genuine community partnerships *'across the mountain'*.**

Students, parents and community members speak positively and in high regard of the school. The fostering of a positive sense of community is spoken of by all stakeholders. The school has an active and valued school council and Parents and Citizens' Association (P&C). Stakeholders articulate that the school is deliberate in its support of family and community connections. A highly valued and structured orientation approach is established for children and their families commencing Prep. Embedding Aboriginal and Torres Strait Islander Perspectives in Schools (EATSIPS) is recognised as a key feature of community partnership.

#### **The principal recognises and supports the range of leaders and aspiring leaders.**

Structures, professional readings and supports including the development of performance teams, aspiring leaders and deputy principal special projects facilitate a range of current, emerging, and teacher leaders. The principal identifies the ongoing imperative to support current and emerging leaders through 'The Leadership Challenge', a basis for growth, reflection, self-assessment and goal setting.

#### **School leaders identify a strong focus on developing teacher knowledge and understanding of what they are teaching for all areas of curriculum.**

The school has appointed two part-time teachers to teach digital technologies to classes, providing teachers with Non-Contact Time (NCT). Digital Change Agents have additionally been appointed for each year level. Teachers detail the purpose of these initiatives is to implement the digital technologies component of the Australian Curriculum, Assessment and Reporting Authority (ACARA) and to build the capability of teachers in this area. Many teachers indicate they would value the opportunity to enhance their skills in this area.

#### **Teachers detail a range and depth of knowledge and understanding in regards to their confidence to differentiate for the full range of diverse learners.**

Many teachers are confident in referencing the use of data to stream groups of students as a differentiation practice. Some teachers outline how they use formative pre-assessments to inform differentiated content delivery to those students requiring extension or support. Members of the leadership team identify a future expectation to deepen co-teaching and





coaching arrangements that will support the ongoing capability building of differentiation practice.

**External moderation has commenced with a number of schools identified within the Scenic Rim cluster.**

Internal moderation processes are explicitly documented with a clear process. The school undertakes internal year level moderation at the end of each unit of work that is led by year level teams. External cluster moderation has commenced with some teachers from Year 6 participating. Members of the leadership team identify the expectation to further develop the networking partnerships of external moderation for all teachers to support the building of teacher judgement against the achievement standards.

**Strategies implemented provide staff with the opportunity to work collaboratively and share practice.**

Teachers have high levels of confidence and expertise in the areas they teach and willingly share knowledge. Opportunities are available for aspirational teachers to explore leadership beyond their classrooms and develop their expertise in curriculum planning, differentiation, behaviour management, digital technologies and pedagogical practice. Leaders comment that the focus on collective efficacy ensures that teachers work collaboratively and draw on individual strengths to support student outcomes. Teacher aides work alongside teachers and are valued for their expertise, reliability and commitment to the school.

**Approaches to support student academic, behaviour and welfare are established.**

The school has developed a Response to Intervention (RTI) using tracking spreadsheets to enable a precise focus on the 'whole child' utilising the domains of academic, behaviour and welfare. Tracking student achievement enables data conversations in Professional Learning Teams (PLT) to identify students requiring support across identified tiers. The school uses data to identify gaps in student learning, to monitor improvement over time, and to enrich students' learning. Staff constantly make the reference of 'Stretching the rubber band' and express high expectations for student learning.



## 2.2 Key improvement strategies

Strengthen the ongoing facilitation of leadership opportunities for all leaders across the school, including aspiring leaders, to develop and enhance their instructional leadership skills to promote the school's improvement agenda.

Deepen processes to assist teachers to improve professional knowledge and pedagogies related to the teaching of technology within and across all learning areas.

Strengthen teacher capability, knowledge and skills to utilise a range of differentiation through co-teaching and coaching opportunities.

Enhance moderation practices to facilitate teacher understanding of Australian Curriculum (AC) demands to support validity of judgement and consistency.