

Tamborine Mountain State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 Tamborine State High School from **12 to 14 June 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.

For more information about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Peter Grant	Peer reviewer
Raelene Fysh	External reviewer



1.2 School context

Location:	Holt Road, Tamborine Mountain
Education region:	South East Region
Year opened:	1999
Year levels:	Year 7 to 12
Enrolment:	925
Indigenous enrolment percentage:	2.27 per cent
Students with disability enrolment percentage:	5.95 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1046
Year principal appointed:	2000
Full-time equivalent staff:	75.2
Significant partner schools:	Tamborine Mountain State School, St Bernard State School, Tamborine Mountain College (Private)
Significant community partnerships:	Swinburne University, Tamborine Mountain Learning Academy
Significant school programs:	Binnacle - Aron Bulow- Certificate III, Prestige - Diploma



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, facilities officer, two Business Service Managers (BSM), Parents and Citizens' Association (P&C) president, two computer technicians, 62 students, five administration staff, 64 teachers, nine parents, three cleaners, guidance officer, school psychologist and two tuckshop conveners.

Community and business groups:

- President of Returned and Services League of Australia (RSL).

Partner schools:

- Tamborine State School and Jacobs Well Outdoor and Environmental Centre.

Government and departmental representatives:

- Councillor for Scenic Rim Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2014-2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2017 release)	School Data Profile (2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The staff members of the school value positive and caring relationships to promote successful learning.

There is a high commitment by school staff members to the wellbeing and learning of each student. Students communicate that they feel supported and cared for by the staff members and that positive relationships exist between students and staff members.

The school is united and committed to improve learning outcomes for all students from Year 7 to Year 12 and enjoys a reputation for high quality education in the broader community.

Parents applaud the care and compassion provided to families. Community members comment on the appeal the school has in attracting new residents to the area. School leaders, staff members, parents and students have high expectations for student academic outcomes, attendance and engagement.

The school's research-based pedagogical framework, Dimensions of Learning, is documented on classroom artefacts and in planning, and is supported through coaching and feedback.

Habits of Mind is the dimension most referred to by teachers. Some teachers indicate the coaching of Dimensions of Learning affirms teaching practices already being used. Some teachers indicate Dimensions of Learning to be too general in terms of a lack of a specific set of signature practices.

The Explicit Improvement Agenda (EIA) is couched in terms of the 4 Ds - Dimensions of Learning, Differentiation, Data Informed Practice and Digital Enhancement.

School targets are set for each of the 4 Ds. Some teachers are not yet conversant with the use of classroom targets aligned to school and faculty targets. The depth and regularity of the monitoring of progress against school targets vary across departments.

The school leadership expresses a commitment to success for all students.

The school boasts a strong academic profile with results above Similar Queensland State Schools (SQSS) across a range of data sets. Teachers are utilising a range of data sources to identify specific needs and match these with appropriate classroom strategies. The explicit work to engage, extend and challenge high achieving students through the design of appropriate learning activities and adjustments to the learning programs is variable.



The principal views the development of staff members into an expert teaching team as central to improving outcomes for students.

The acquisition of a master teacher in 2017 has provided a base for the further development of the capacity of the Heads of Department (HOD) through coaching and mentoring. Processes to improve feedback loops and goal setting with leadership and collegial modelling are developing.

One of the top four priorities of the school's improvement agenda is the enhancement of digital technologies.

Some teachers have explored innovative strategies to integrate digital technologies in classroom practice. Some leaders articulate that as the school grows further, digital infrastructure to integrate technology across the curriculum will allow for opportunities for teaching staff members to enhance student digital technology skills.



2.2 Key improvement strategies

Review the validity of the current pedagogical framework in terms of its currency and impact on teaching and learning practices with a view to ensuring a consistent, current and effective approach to pedagogy.

Continue to build the capacity of HODs and leaders to provide quality instructional leadership aligned to the improvement agenda.

Review and enhance the alignment of school targets to classroom targets, ensuring a comprehensive instructional leadership process including coaching, review and feedback.

Develop an explicit plan to engage and extend high achieving students ensuring identification of best practice, coaching and monitoring.

Develop a plan to guide Information and Communication Technology (ICT) resourcing for the next four years and the effective use of digital devices in classrooms to enhance and transform learning.