

Tamborine Mountain State High 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 High School** from **12 to 15 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

Shona McKinlay	Internal reviewer, EIB (review chair)
Sharon Barker	Peer reviewer
Ross Robertson	Peer Reviewer
Raelene Fysh	External reviewer

1.2 School context

Location:	Holt Road, Tamborine Mountain	
Education region:	South East Region	
Year levels:	Year 7 to Year 12	
Enrolment:	1042	
Indigenous enrolment percentage:	3.4 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	13.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1044	
Year principal appointed:	2001	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, 11 Heads of Department (HOD), two HODs–personalised learning – special education services, two guidance officers, Business Manager (BM), 39 teachers, two clinical social workers, two Student Support Leaders (SSL), data entry manager, psychologist, Community Liaison Officer (CLO), welfare worker, preservice teacher, grounds person, facilities officer, four administrative officers, one tuckshop convenor, two tuckshop workers, uniform shop convenor, six teacher aides, two student services officers, industry liaison officer, four cleaners, scientific officer, therapy dog – ‘Stickers’, two Parents and Citizens’ Association (P&C) executives, two volunteers, 97 students and 42 parents.

Community and business groups:

- Axiom College, Returned and Services League of Australia (RSL) president, Tamborine Mountain Wolves president, Tamborine Mountain Coaches, Unity College – Certificate IV in crime and justice trainer and assessor, Business Success Group disability support services and school-based traineeships school-based liaison officer.

Partner schools and other educational providers:

- Principal of Tamborine Mountain State School, principal of St Bernard State School, principal of Canungra State School, principal of Jacobs Well Environmental Education Centre (EEC) and Queensland Department of Education (DoE) principal advisor autism.

Government and departmental representatives:

- Mayor of Scenic Rim Regional Council, Division 2 Councillor for Scenic Rim Regional Council, Scenic Rim Regional Council community development officer, state member for Scenic Rim and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Priorities Placemat – 2021
Investing for Success 2021	Strategic Plan 2018–2021
Digital Plan 2020–2022	School Data Profile (Semester 1 2021)
OneSchool and SORD	School budget overview
Professional Practice Plan 2021–2023	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School Personalised Pedagogy Model	Data Informing Practice Plan 2020–2021
School Data Action Plan	School newsletters, Facebook and website
School Opinion Survey 2019	Student Code of Conduct
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school is innovative and entrepreneurial in creating resources that directly support school priorities.

Time for staff to plan, work together, review their Performance Development Plan (PDP) and undertake projects is viewed as crucial, and providing time to undertake these roles is a key use of resources. Discretionary funding is used to support additional staffing to remove the administrative burdens from teachers, allowing them to focus on being the best teacher they can be. The T21 initiative has been developed to achieve a sustainable work-life balance for staff. Teachers have the option of undertaking preparation and correction time outside of school hours and undertake four full days of teaching to achieve one full free day. Teachers involved in this initiative have been surveyed and indicate high levels of satisfaction with the arrangements. T21 and part-time staff are able to work on the free day to accrue Equivalent Time Off (ETO) in the last two weeks of the school year. Staff involvement and completion of hours are monitored by the operations officer.

The school curriculum is tailored to ensure the best outcomes for each student.

The school provides opportunity for students to complete their senior studies through a 'compressed curriculum'. In Year 11, students study English, mathematics and one elective. They undertake the external exams for mathematics and the elective at the end of Year 11. In Year 12, students continue English and select an additional two elective subjects and sit the external exams in these subjects at the end of Year 12. Most students speak positively of the compressed curriculum as they only have three subjects to focus on each year, external exams are spread over two years and they have more intensive exposure to each subject in the year that it is delivered. In Year 9, students are provided with opportunity to complete a range of certificate courses including business, engineering, aviation and fitness. Some Year 9 students have been fast-tracked into a diploma course after meeting the specific criteria. In Years 10, 11 and 12, students have the opportunity to complete a diploma course that, when completed successfully, ensures an Australian Tertiary Admission Rank (ATAR) of 87. This allows students the freedom to select senior subjects with the knowledge that they will receive a minimum ATAR of 87 allowing entry to a range of tertiary courses and the option of early entry to university.

The school is implementing a range of highly innovative practices aligned to the three improvement priorities.

The principal has led the targeted and often innovative use of resources with a high priority on understanding and addressing the needs of all students and staff. A range of highly innovative initiatives such as sharing specialist teachers with feeder schools, T21, compressed curriculum, Saturday detentions and ETO is being implemented to make more effective use of available resources to enhance the teaching and learning environment.



These initiatives are reviewed, amended, and supported to improve the outcomes of every individual student within the school and to support staff wellbeing. Survey results and data analysis support the success of these programs. Staff are united in the need to persist in cultivating an innovative school culture focused on continual improvement that is open and responsive to research-based strategies, anecdotal information and data analysis.

Pedagogical synergy is created through a united and coherent emphasis on curriculum, instruction, and assessment.

The extensively researched and recently implemented school-developed pedagogical model describes what effective teachers do in their classrooms to engage students in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into five domains or phases of instruction – engage, explore, explain, elaborate and evaluate. Many teachers indicate that the model provides simple, consistent language for use across the school. Teachers are able to elaborate that the domains of the pedagogical model are elements of one complete model of teaching rather than separate, self-contained components. In some lessons, teachers and students move through all five domains. In other lessons, teachers naturally switch between domains in response to student needs and learning program requirements. School leaders articulate that the school’s pedagogical model respects this kind of flexibility, articulating that it is not designed as a template for linear or prescriptive lesson plans. School practices are established to set high expectations for every student’s progress. Leaders are committed to an ongoing review process to map and support the implementation of all aspects of the school’s personalised pedagogy model.

Teachers express feeling well supported in regard to student behaviour and fully endorse the high expectations of school leaders.

Student Support Leaders (SSL) are responsible for managing student behaviour including teacher and Head of Department (HOD) referrals, and determining some consequences including afternoon and/or Saturday detentions and the Weekly Withdrawal Room (WWR). Teachers and students understand the ‘1, 2, 3’ system for behaviour management – warning, detention, HOD/SSL referral. Some students express that there is variability in the way the system is applied. The introduction of Saturday detentions as a consequence for behaviour has significantly reduced the number of short-term School Disciplinary Absences (SDAs) and has provided students with the opportunity to complete courses and gain qualifications. Some teachers and students indicate that changes in student behaviour are yet to be apparent as a result of this strategy. Leaders reflect on the prospect of developing proactive, differentiated strategies or programs to coach identified students in regards to expected and respectful behaviour.



School leaders articulate clear expectations for teachers to tailor their teaching to the range of student needs and readiness.

Staff members express commitment to doing ‘whatever it takes’ for every student to be successful in their learning. Many staff members refer to sourcing motivational and innovative approaches to further engage students in their learning. The school, in conjunction with Tamborine Mountain State School, has established a Young Scholars Program in Year 6. The program engages identified high achieving students in a Science, Technology, Engineering and Mathematics (STEM)-based program each week at the secondary school. Students in the Young Scholars Program are guaranteed enrolment in Year 7 and are eligible for scholarships. Students in the program who enter Year 7 have the opportunity to participate in extension mathematics. Some staff, parents and students comment they would welcome opportunities to engage in more challenging learning programs across the broader curriculum in junior school. Leaders indicate they are considering investigating further opportunities to extend high achieving students in junior secondary across the curriculum.

Teachers monitor student outcomes to ensure that ‘no student falls through the cracks’.

Clear roles for teachers, SSLs, HODs, administrators and guidance officers regarding student performance management, curriculum Quality Assurance (QA), and curriculum development are published each year and are known as ‘on the same page’. A number of strategies are available to teachers to ensure every student succeeds and includes an ‘at risk capture and identification’ process for every assessment item and a ‘monitoring room’ referral process for students who miss scheduled checkpoints or do not meet the expected ‘C’ standard. Teachers utilise a structured scaffolded process to monitor student progression and implement differentiation strategies in Year 7 to Year 9. This includes pre-testing, draft feedback, pre-assessment revision, a provisional result, in addition to informing feedback to students on their progress. Some teachers indicate that strategies that encourage students to monitor their own learning and set associated academic goals would be beneficial.

School leaders clearly articulate that the use of data to address the individual needs of every student is the key to improving school and student outcomes.

School leaders analyse the full range of data including academic, attendance, behaviour and wellbeing to determine school performance and to identify future actions. The school actively reflects on the effectiveness of programs and initiatives through surveys, data analysis and anecdotal information. The school has established systematic processes for collection, analysis and discussion of a wide range of data sources. Most teachers articulate that they use OneSchool dashboard data at the start of the year to get to know their students. Teachers identify the use of pre-tests, formative assessment, provisional assessment and various other strategies to identify starting points for teaching, gaps in student learning and to determine intervention strategies.



The leadership team understands the importance of teacher capability in improving student outcomes.

School leaders have developed a research-based program whereby teachers observe others teach and learn from them in the 'Knowing by Seeing' process. Teachers participate in cross-faculty teams and spend a day each semester reviewing the five Sharratt¹ questions, feedback, the '5 Es' pedagogy and High Impact Teaching (HIT) strategies. The reflective observations of the team are recorded and submitted as a report to the principal. A de-identified summary report is shared with the whole school. Many teachers articulate they have found this process to be some of the best professional learning they have engaged in and strongly support the process. The leadership team sets and models an expectation that all staff are to be highly committed to continuous improvement. PDPs are established for all teachers and support staff. These plans are regularly reviewed and teacher performance supported.

¹ Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>



2.2 Key improvement strategies

Persist in cultivating an innovative school culture focused on continual improvement that is open and responsive to research-based strategies, anecdotal information and data analysis.

Develop an ongoing review process to map and support the implementation of all aspects of the school-developed pedagogy model.

Develop proactive, differentiated strategies or programs to coach identified students in regards to expected and respectful behaviours.

Investigate opportunities to extend high achieving students in junior secondary across the curriculum.

Develop strategies for teachers to work with students to monitor their own learning through a school-wide goal setting process.