

# Tully State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

The Tully State School community acknowledges the shared lands of the Gulnay nation and the Gulnay people of the Gulnay language region.

### About the school

Education region	Far North Queensland Region
Year levels	Prep to Year 6
Enrolment	263
Indigenous enrolments	32.4%
Students with disability	11.5%
Index of Community Socio-Educational Advantage (ICSEA) value	880

### About the review

 3 reviewers from 22 to 24 April 2024	 189 participants	 42 school staff
 104 students	 28 parents and carers	 15 community members and stakeholders

### Key improvement strategies

- Domain 1: Driving an explicit improvement agenda**  
Further refine the leadership model and instructional leadership practices of current and aspiring leaders to supportively supervise systematic curriculum implementation and effectiveness of teaching for improved student learning outcomes.
- Domain 3: Promoting a culture of learning**  
Establish clear school-wide strategies and expectations to enhance and maintain an orderly and positive environment for students and staff that supports and promotes positive behaviour for learning and a sense of belonging.
- Domain 8: Implementing effective pedagogical practices**  
Establish new and build on existing collaborative processes to build a shared understanding of effective pedagogies and a common language about pedagogical approaches, practices and teaching strategies.
- Domain 7: Differentiating teaching and learning**  
Collaboratively build a whole-school vision for inclusive education to clarify agreed ways of working that support the diverse needs of all learners.
- Domain 6: Leading systematic curriculum implementation**  
Sharpen teachers' use of monitoring tools at appropriate moderation junctures to track and analyse student progress and inform next steps in teaching and learning.
- Domain 8: Implementing effective pedagogical practices**  
Implement formal processes that enable leaders and teachers to engage in discussing, modelling, observing and providing constructive feedback to encourage reflection and refinement of effective pedagogies.

### Key affirmations



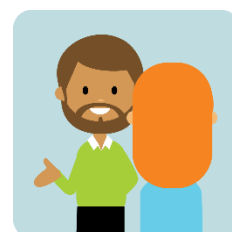
**Staff speak with optimism and recognise the potential of the strategic direction built on a culture of trust.**

Many staff speak of the importance of maintaining a positive work environment. They say current leaders are enhancing a culture of trust by providing clarity, direction and modelling of professional practice. Staff express optimism about the strategic direction and leadership of the principal. They acknowledge the potential of what can be achieved when staff work together to embed initiatives and programs with integrity.



**Leaders are creating the conditions for staff to learn and work collaboratively.**

Staff express they are appreciative the principal's leadership in developing collaborative opportunities for staff to have a voice and be consulted in determining the strategic and operational direction of the school. Teachers commonly identify the strong curriculum expertise demonstrated by the current Head of Department – Curriculum (HOD-C) who is leading the development of their curriculum knowledge and skills. Leaders allocate resourcing for collaborative planning, and teachers say they are grateful for the time to work with colleagues.



**Teachers work with parents to meet the needs of their child in a caring and supportive way.**

Staff and students express enjoying trusting and supportive interpersonal relationships with each other. Students describe the caring and supportive nature of teaching staff as the best feature of the school. They express appreciation for the efforts of teachers to make learning interesting and engaging. Parents speak positively about many staff members working to meet the individual needs of their child. They discuss the willingness of teachers to work collaboratively with them to identify support and differentiation in the classroom.



**Learning and wellbeing is enhanced by the natural and built environment, and a strong connection to community.**

The school is next to a rainforest-like environment with a natural creek running through the centre of the grounds. On-site is a large heritage-listed building and the town's cyclone centre. Parents, students and staff say they value the sense of wellbeing created by well-maintained grounds and unique facilities. Strong community connections support a range of learning and wellbeing activities including the 'Read-to-me' Days, the biannual Spring Fair, and in 2024, the 100<sup>th</sup> anniversary celebration. Students speak appreciatively of their participation in these events and the many sporting activities offered to them. Parents comment that the school is a community hub in the local area.