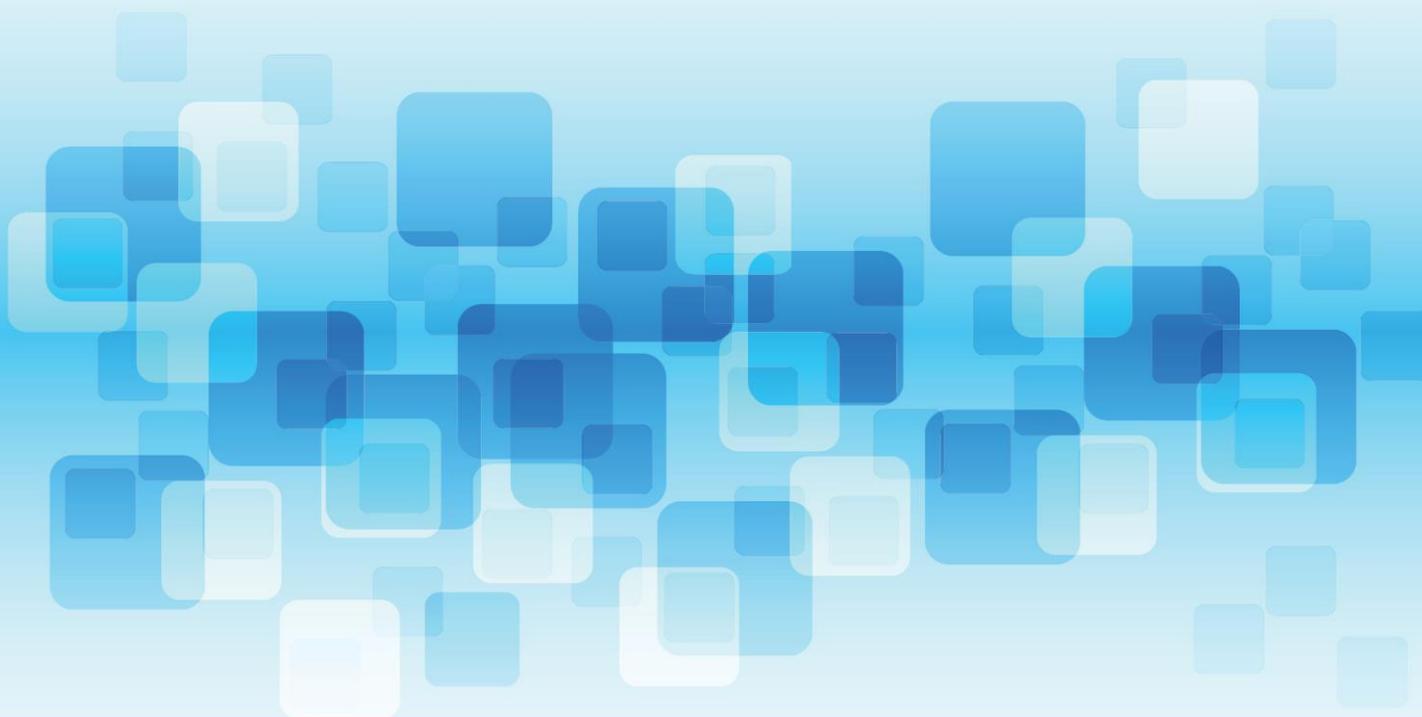# School Improvement Unit
Report

Tully State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Tully State School from 1 to 3 June 2016. 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:	21 Mars St, Tully
Education region:	Far North Queensland Region
The school opened in:	1924
Year levels:	Prep to Year 6
Current school enrolment:	276
Indigenous enrolments:	30 per cent
Students with disability enrolments:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	891
Year principal appointed:	Semester 2, 2008
Number of teachers:	22.91 (full-time equivalent)
Nearby schools:	Lower Tully State School, Feluga State School, Mission Beach State School, Cardwell State School, Murray River Upper State School, Kennedy State School, El Arish State School Tully State High School
Significant community partnerships:	Tully Police, Tully Kindy, Tully Support Centre, Ulysses Cluster of Schools
Significant school programs:	Behaviour—Young Guns/Shed, Indigenous Leaders—Buna Student Council

1.3 Review methodology

The review was conducted by a team of three reviewers.

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:

  o Principal

  o Head of Special Education Services (HOSES) and two Special Education Program (SEP) teachers

  o Head of Curriculum (HOC) and master teacher

  o Business Services Manager (BSM) and two administration officers (AO)

  o 10 classroom teachers and three specialist teachers

  o Seven teacher aides and six ancillary staff

  o Positive behaviour support teacher

  o Community Liaison Education Officer (CLEO)

  o Parents and Citizens' Association (P&C) president, secretary and treasurer

  o 28 parents

  o Student leaders, Buna Student Council members and 49 students

  o Adopt-a-Cop, Mr Adam Wood

  o Local councillor for Cassowary Regional Council, Mr Rick Taylor

  o Tully State High School — Junior Secondary Transition

  o Principal, Murray River Upper State School

1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Richard Nash	Internal reviewer, SIU
Clare Grant	External reviewer

2. Executive summary

2.1 Key findings

- **The school is committed to the improvement of learning outcomes for all students.**

  Staff members demonstrate a commitment to the success of every student and to school improvement. All staff believe that all students can learn successfully and are working towards raising expectations for student academic achievement.

- **The school promotes and maintains high expectations for student behaviour and attendance with a clear expectation that all students will learn successfully.**

  Students, staff members and parents speak highly of the school and show a commitment to Tully State School. The school appreciates and values students' varying cultural backgrounds.

- **The school seeks to understand student achievement levels and uses this information to inform the school's explicit improvement agenda (EIA).**

  The leadership team has expressed a requirement for urgency in the implementation of the school's improvement priorities. Some staff members have expressed concern regarding the pace of the implementation of the priorities.

- **Staff members are committed to enhancing learning outcomes and enhancing the wellbeing for all students.**

  The school's EIA has been communicated to staff members through a range of strategies. All staff are familiar with the EIA. Some staff identify that the clarity of communication within the school is an area for development to create consistency and understanding of how and why decisions are made.

- **The school has a detailed curriculum plan that identifies curriculum, teaching and learning priorities and assessment tasks.**

  The school has a reading program. A documented framework describing a consistent approach to the teaching of reading is yet to be developed.

- **The principal recognises that highly effective teaching is the key to improving student learning throughout the school.**

  The leadership team has established a process of Work Progress Reviews (WPR) that features classroom walkthroughs, planned observations and feedback.

- The leadership team views reliable and timely student data as essential to the school's improvement agenda.

  A documented assessment schedule has been developed by the school for the collection of a range of student outcome data for literacy, numeracy and quality teaching and learning practices. Data is beginning to be used by teachers to reflect on the effectiveness of teaching and school-wide practices. Teaching staff identify that data literacy skills are developing.

- The school seeks ways to enhance student learning and wellbeing by partnering with parents and families and community organisations.

  These partnerships occur on the basis of their capacity to improve opportunities and outcomes for students. There is a strong partnership with the P&C and with the local Indigenous community.

2.2 Key improvement strategies

- Continue to narrow and sharpen the EIA so that staff members can consistently embed the strategies and teaching practices across the school.

- Ensure all staff members are provided with the opportunity to collaborate, consult and provide feedback regarding the implementation of the improvement agenda.

- Collaboratively develop clear and explicit frameworks for teaching in the priority areas and ensure that all staff members have an expert understanding and skill-set required.

- Collaboratively review and refine the current observation and feedback model to ensure quality teaching practices are delivered consistently across every classroom.

- Continue to develop staff members' data literacy skills to build the capacity and confidence of teaching staff to identify starting points for teaching, track student progress and reflect on the effectiveness of teaching practice.