School Improvement Unit
Report

Tallebudgera State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Tallebudgera State School from 30 October to 3 November 2015. 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: | 492 Guineas Creek Road, Tallebudgera |
| Education region: | South East |
| The school opened in: | 1877 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 770 |
| Indigenous enrolments: | 5 per cent |
| Students with disability enrolments: | 2.9 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1036 |
| Year principal appointed: | 2010 |
| Number of teachers: | 50 |
| Nearby schools: | Elanora State School, Elanora State High School, Palm Beach State School, Palm Beach State High School, Miami State School. |
| Significant community partnerships: | Tallebudgera Lions Club and Police - weekly breakfast program, Currumbin Sanctuary, Burleigh Rotary Club - East Timor School Resources Gift program, Dream Factory 3D Printer, C3 Community Food Relief program, Gold Coast City Council - Active School Travel |
| Unique school programs:       | Academic: Computer Coding Club, 3D printing program, Totally Tally online magazine, Community garden program, Lego Club Performing Arts: Dance program, Years 2 to 6 Rock Band, Junior Choir, Year 1 Choir, Senior Choir, Interschool Speechmakers, After school Art Class Sports: Running Academy, Aeroskools Aerobics – local, state, national, Active & Healthy School Personal Development Days: Playground Pals, Team Building and Personal Confidence Day Year 3, Woodwork program, Year 6 Chappy Day, Empowering Girls program Years 4 and 5 |
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
- a school visit of three days
- conversation with Assistant Regional Director, Ms Marg Gurney
- interviews with staff, students, parents and community representatives, including:
  - Principal, two deputy principals and deputy principal/Head of Curriculum (HOC)
  - Pedagogy coach, head of personalised learning and guidance officer
  - 43 teachers and 14 teacher aides
  - Business Services Manager (BSM), facilities officer, three cleaners and two office staff
  - Principal Elanora State High School and deputy principal Palm Beach-Currumbin State High School
  - Representatives of two school sponsors and two local businesses
  - Parents and Citizens’ Association (P&C) president, 19 parents, three community representatives, parent liaison officer and canteen convenor
  - 38 students
  - Chaplain and religious education coordinator

1.4 Review team

Valerie Hadgelias  Senior reviewer, SIU (review chair)
Christine Tom  External reviewer
Karen Brown  Peer reviewer
2. Executive summary

2.1 Key findings

- Across the school there is evidence of a drive for improved student outcomes.
  
  There is a strong and optimistic commitment by staff to the school’s improvement strategy and a clear belief that further improvement is possible.

- The school clearly communicates that it expects all students to learn successfully and a culture of high expectations permeates the school.
  
  School leaders have developed and are driving a clear and strategic direction for school improvement. The explicit instruction model for curriculum and pedagogy forms a basis for the explicit improvement agenda. This agenda is grounded in evidence from research and practice and is expressed in terms of improvements in measurable student outcomes.

- There is a consistent plan for the systematic collection, analysis, display and use of a range of student achievement data.
  
  The principal and other school leaders clearly articulate the belief that reliable data on student outcomes is crucial to the school’s improvement agenda. Building teacher capacity in the analysis and use of student data has been a priority over time and significant progress has been made. The effective use of student data by leaders and classroom teachers is apparent.

- A commitment to excellence and a vibrant learning culture is evident.
  
  Student learning is characterised by a focus on high expectations, engaged learning, focused teaching, a positive culture and celebrations of success.

- A culture of learning and continual professional growth is modelled and encouraged by the principal and other school leaders.
  
  A systematic process for coaching and mentoring of staff has been successfully implemented. Staff speak positively of these opportunities to reflect on their teaching in a highly collaborative and supportive process.

- The school has a coherent, well-sequenced whole-school curriculum plan.
  
  School leaders release teachers on a systematic roster to collaboratively plan units for the following term. Year-level meetings occur weekly, although there is evidence of some year-level teachers meeting daily to discuss student progress and areas of immediate concern. Many teachers suggest that a curriculum team, with wide representation from teaching staff, would enhance the curriculum development process.
• The school leadership team is focused on research-based pedagogical models that support effective teaching and learning.

School leaders have accepted personal responsibility for driving improvements in planning, teaching and learning throughout the school and clearly articulate their expectations to teachers, students and parents. All teachers across the year levels are incorporating the explicit instruction model while implementing the Australian Curriculum.

• The school is held in high regard by parents and the wider community.

Interactions between staff, students, parents, families and the community are forthright, caring, supportive and inclusive, and built on trust and client confidence. The Parents and Citizens’ Association (P&C) and School Council are highly supportive of the school agenda and are developing a strategic plan to align with school priorities. Strong relationships exist between the school, business partners and sponsors.
2.2 Key improvement strategies

- Consolidate the work that has begun on the explicit instruction model to ensure full implementation of the six elements as articulated in the Tallebudgera State School 2016 Pedagogical Framework before moving on to other priority areas.

- Establish a representative curriculum team to further develop school-based curriculum which incorporates the Australian Curriculum as the key driver for curriculum design and delivery across the school.

- Regularly review and monitor partnerships to ensure that they are impacting positively on student outcomes and that there is clarity around partner and sponsor roles and responsibilities.