



School Improvement Unit Report

Tewantin State School Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Tewantin State School from 6 to 8 October 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:	Werin Street, Tewantin
Education region:	North Coast
The school opened in:	1875
Year levels:	Prep to Year 6
Current school enrolment:	607
Indigenous enrolments:	5 per cent
Students with disability enrolments:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1015
Year principal appointed:	2015
Number of teachers:	25 classroom teachers
Nearby schools:	Noosaville State School, St Teresa's Catholic School, Good Shepherd Lutheran College, Sunshine Beach State School, Sunshine Beach State High School, Noosa District State High School
Significant community partnerships:	Returned and Services League (RSL), Lions Club, Bendigo Bank
Unique school programs:	Acceler8



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:
 - Principal, Deputy Principal, Head of Curriculum (HOC) and acting Head of Differentiation (HOD)
 - Business Services Manager (BSM), administration staff and cleaners
 - Parents and Citizens' Association (P&C) president, operations manager and secretary
 - Twenty classroom teachers and two specialist teachers
 - Five teacher aides
 - Two student leaders and twenty students
 - Chaplain, representatives from Lions Club, Bendigo Bank and the Returned and Services League
 - Twelve parents

1.4 Review team

Liam Smith	Internal reviewer, SIU (review chair)
Judy Dale	Internal reviewer
Tony McGruther	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team and staff are committed to improving learning outcomes for all students in the school.

High expectations are expressed by the school community and reflect a school-wide commitment to purposeful, successful learning and teaching. The newly established leadership team and staff acknowledge the value of developing leadership density and collaborative planning in driving the school's explicit improvement agenda.

- The tone of the school is a respectful, positive and happy one.

Positive and productive relationships are evident throughout the school. The school provides a safe, respectful and caring learning environment as evidenced by the reduction in the number of major behavioural incidents over time, classroom observations and feedback from staff parents and students. The school presents positively to the school community in both its physical appearance and welcoming culture. The Tewanin community speaks with great pride of the school's reputation and its unique place within the district.

- The school has established the priority of improving reading through a focus upon guided reading.

The school's improvement agenda focused on reading is being led by the leadership team and is supported by regional support staff. The whole-school approach with consistent expectations and supported by coaching, observation and feedback is broadly seen to be strengthening student outcomes and the teaching of reading at the school.

- There is a developing culture of evidence-based practice.

School leaders have introduced scaffolded discussions with year level teaching teams to guide the analysis of student reading data using a 'commitment to action' model. Teachers speak positively of this process. Student outcome data is collected centrally and analysed at cohort and individual student levels to inform specific and targeted intervention programs. Longitudinal monitoring of the effectiveness of these programs is yet to be fully conceptualised and implemented.

- The school operates a range of programs to address students' needs and talents.

Community members identified the Acceler8 program as a significant teaching and learning program within the school. The program's intent is to identify and accelerate students within the Upper Two Bands (U2B) in addition to students who have the potential to reach the U2B. The school is yet to develop a process to ensure effective connections between specific interventions and student classroom learning.



2.2 Key improvement strategies

- Continue the focus on reading through instructional and shared leadership and consider what a similar approach to building numeracy pedagogy practices will look like.
- Collaboratively refine the data collection instruments and processes. Clarify what the purpose of the collected data will be put to. Consider how student achievement data can be monitored throughout a term.
- Collaboratively define the pedagogy in relation to the teaching of reading. Identify how student achievement data will influence the teaching and learning episodes.