

Tin Can Bay State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Tin Can Bay State School** from **6 to 8 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

Greg Brand	Internal reviewer, EIB (review chair)
Penny Couch	Peer reviewer
Graham Trevenen	External reviewer



1.2 School context

Location:	Schnapper Creek Road, Tin Can Bay	
Education region:	North Coast Region	
Year levels:	Prep to Year 10	
Enrolment:	263	
Indigenous enrolment percentage:	21 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	12 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	903	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Head of Department (HOD) – Secondary, HOD – Curriculum (HOD-C), cluster Head of Special Education Services (HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), School Based Youth Health Nurse (SBYHN), Advisory Visiting Teacher (AVT) – Behaviour, chaplain, 17 teachers, seven teacher aides, three ancillary staff, 64 students and 33 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Tin Can Bay Returned and Services League of Australia (RSL) Sub Branch representative, two local Indigenous representatives, Childcare and Kindergarten (C&K) Tin Can Bay Community Kindergarten representative and Early Years Community Group representative.

Partner schools and other educational providers:

- Rainbow Beach State School principal, Kilkivan State School principal and Gympie State High School deputy principal.

Government and departmental representatives:

- Councillor Division 1 Gympie Regional Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Headline Indicators (October 2020 release)
Strategic Plan 2018-2021	School Data Profile (Semester 1 2021)
OneSchool and SORD data	School budget overview
Professional learning plan 2021	Student Code of Conduct 2020-2023
School pedagogical framework	Community Engagement Framework
Whole school data plan	School Opinion Survey 2019
School newsletters, website and Facebook page	School based curriculum, assessment and reporting framework
School differentiation planning and ICP flowchart	The Tin Can Bay Way and Professional Growth Framework



2. Executive summary

2.1 Key findings

The principal articulates high expectations for teaching and learning and a focus on continuous school improvement.

Staff embody the school's vision of fostering a '*Positive Future*' through their collective commitment to improving the educational and wellbeing outcomes of students. Staff talk positively of the collegial support that exists across the school for one another, and express a sense of pride in being part of the school's improvement journey. Staff express genuine appreciation of the positive impact the principal has had over time on their work and in ensuring there is a commitment to putting the needs of students first. Students consistently characterise staff as caring for them as young people.

Staff members are united in expressing the positive impact the school's approach to Reboot has had in achieving an optimistic and healthy school-wide culture.

A whole-school focus on self-regulation and social emotional learning is reflected in the implementation of the school's Reboot program and complemented through a focus on restorative practices. The school has a 'Reset' room where students are provided with a range of strategies to assist them to re-engage in learning in a timely manner. The room is staffed by a highly skilled and dedicated teacher aide trained in Reboot, and they play a key role in developing the school's weekly social emotional lessons. The school's therapy dog, Ryder, is used within the Reset room to assist students to self-regulate their emotions and behaviours.

School leaders have collaboratively narrowed the school's Explicit Improvement Agenda (EIA) to reflect a focus on the Australian Curriculum (AC) and the teaching of self-regulation and restorative practices.

Staff are universally committed to the school's EIA and articulate the positive improvements across the school they have experienced for themselves professionally since the last school review. Staff articulate a focus on English and on social and emotional learning has had a profound positive impact on the overall learning culture of the school. Students articulate strategies the school has implemented to support their learning and wellbeing needs have positively impacted on their overall engagement in school life. School leaders recognise the need to continually review and monitor the strategies, approaches and initiatives underpinning the school's EIA to ensure they are effective in improving the learning and wellbeing outcomes of students.

The school has a range of pedagogical approaches and practices that are intended to underpin teaching and learning across the school.

The depth of teachers' knowledge, understanding and application of all elements of the school's current pedagogical framework varies across the school. School leaders articulate a review of the school's agreed pedagogical approaches and practices will be undertaken and articulate prioritising this work with staff. They express the desire to ensure they align to



departmental guidelines regarding pedagogy and ensure that all staff develop a deep understanding of how to implement an agreed range of pedagogies effectively in their classroom. School leaders acknowledge there will be a need to continually monitor the implementation of the school's agreed pedagogical approaches and practices with a focus on measuring their impact on student learning outcomes.

Staff members are committed to the school and work together in an environment where a supportive collegial culture is apparent.

School leaders view the development of staff members into an expert teaching team as integral to improving outcomes for all students. Staff indicate a desire to re-engage with practices designed to support their professional growth and improve their pedagogy. Some teachers express a desire to engage in further opportunities to watch others work, and observation and feedback sessions to build their capability and consistency of practice across the school. The principal recognises the need to formalise the school's collegial engagement agreement detailing practices inclusive of coaching, and observation and feedback that build teacher expertise in key priority areas aligned to the EIA.

Teachers are professional and committed to improving their pedagogical practice.

School leaders articulate professional learning activities are undertaken towards building teachers' understanding of research-based teaching practices, including planned walkthroughs once per term. School leaders acknowledge the need for observation and feedback cycles to ensure consistent implementation of agreed evidenced-based teaching strategies across the school. A number of teachers indicate they would welcome further opportunities to learn from others and share strategies and practices to enhance their own teaching practice. Some teachers indicate they would welcome the establishment of opportunities for watching their colleagues work in order to enhance their repertoires of teaching practice.

School leaders are committed to working with staff to enhance the school's inclusive practices.

The school's cluster Head of Special Education Services (HOSSES) articulates a shared understanding of supporting the needs of students with disability and other complex learning needs is in the early stages of implementation. School leaders express the desire to ensure inclusive practices are more reflective of current departmental inclusion policy. Most staff members are supportive of this work undertaken to enhance the school's model for inclusion. The cluster HOSSES acknowledges the school is experiencing a period of transition, and there will be a need to clearly define the roles, responsibilities and accountabilities of all staff to ensure the needs of all students are met.

Staff clearly express improving students' Level of Achievement (LOA) in English as a significant focus.

With a focus on English, there are clear expectations for teaching, planning, assessing and moderating units of work. School leaders are committed to embedding rigorous curriculum planning processes, with regular days scheduled each term for teachers to engage in



collaborative planning with colleagues. Teachers articulate how valuable they find this process and speak highly of the support provided by the Head of Department – Curriculum (HOD-C). Influenced by the work of Lyn Sharratt¹ the practices of making learning visible for students through the use of Learning Walls (LW) is apparent in classrooms. Teachers identify LWs as value adding to their work and supporting students being able to identify their next steps to improve.

School leaders express with great pride the partnership with the Tin Can Bay Returned and Services League of Australia (RSL) Sub Branch as being significant and of a long-standing nature.

The RSL Sub Branch has provided a liaison officer for the past 30 years. The past officer and current officer arrange for Australian Defence Force (ADF) personnel to attend the school and provide demonstrations and learning experiences to extend students' knowledge of the broader global environment. A select group of students has been involved in a regional Human Powered Vehicle (HPV) challenge. Fundraising and donations coordinated by the RSL Sub Branch, in conjunction with local business, contributed \$1 500 to support students to participate in the challenge.

¹ Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading*. Corwin.



2.2 Key improvement strategies

Sustain a deep focus on the EIA, with cycles of review to ensure key strategies, approaches and initiatives are producing further improvements in student learning and wellbeing outcomes.

Collaboratively review, define and monitor the impact of the agreed pedagogical approaches and practices that will underpin teaching and learning across the school.

Collaboratively develop and embed a collegial engagement agreement, detailing practices inclusive of coaching, and observation and feedback that build teacher expertise in key priority areas aligned to the EIA.

Support all staff developing a deep understanding of the school's pedagogies through a range of targeted professional learning experiences including observations and feedback, and the sharing of practice.

Develop a whole-school approach to inclusion and inclusive practices, with clear roles, responsibilities and accountabilities for all staff.