Tagai State College

Executive summary

Queensland Government

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **the 16 primary school campuses of Tagai State College** from **14** to **18 August 2023**. This report encompasses findings from all primary campuses and improvement strategies are identified as strategies for the whole of college (TSC) or across multiple campuses.

The report presents an evaluation of the school's performance against the 9 domains of the National School Improvement Tool. From this, the school identified affirmations – the achievements, successes and celebrations – over the previous 4 years, and improvement strategies – the next steps for the improvement – to inform the school's next 4-year strategic planning cycle. This school is prescribed to deliver a Kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the seven areas of the National Quality Standard. It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
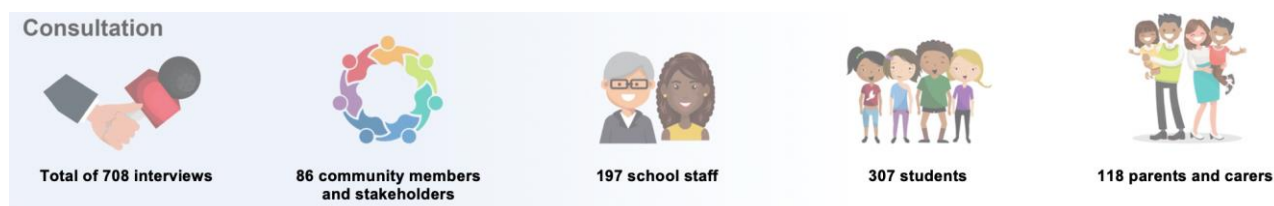
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Cameron Hodges	Senior Principal, Reviews (review chair)	Lesley Vogan	External Reviewer
Alan Smith	Internal Reviewer	Louise Wilkinson	Internal Reviewer
Cameron Wayman	Peer Reviewer	Noel Baggs	Internal Reviewer
Caroline Alldridge	First Nations Representative	Sam Duffy	Peer Reviewer
Christopher Lassig	Assistant Director-General	Sandra Perrett	Peer Reviewer
Darren Marsh	Peer Reviewer	Scott Medford	Internal Reviewer
Darren Sengstock	Internal Reviewer	Sheree Carr	Peer Reviewer
David Cramb	Internal Reviewer	Stephen Bobby	Senior Principal SRR
Del McDonald	Peer Reviewer	Tammy Lee Morris	Peer Reviewer
Julie Pozzoli	Internal Reviewer	Tammy-Lee Morris	Peer Reviewer
Kim Kelly	Internal Reviewer	Trevor Buchanan	Internal Reviewer
Kylie Smith	Senior Principal SRR	Valerie Hadgelias	External Reviewer
Len Fehlhaber	Internal Reviewer		
Leon Proud	School Supervisor		

1.3 Contributing stakeholders

Consultation

Total of 708 interviews — 86 community members and stakeholders — 197 school staff — 307 students — 118 parents and carers

1.4 School context

Indigenous land name:	Name: Zendath Kes (Torres Strait): We acknowledge the shared lands of the Kaiwalagal Kaurareg, Kulkalgal, Kemer Kemer Meriam, Gudaw Maluligal, Maluligal Nations. Kala Lagaw Ya and their dialects: Kaurareg, Kulkalgau Ya, Kalaw Kawaw Ya, Mabuyag. Miriam mir/mer and their dialects: Mer, Erub/Ugar.
Education region:	Far North Queensland Region
Year levels:	Kindergarten to Year 6
Enrolment:	906
Indigenous enrolment percentage:	96.3%
Students with disability percentage:	16%
Index of Community Socio-Educational Advantage (ICSEA) value:	750

1.5 Snapshot of previous school review -

The last review carried out at the school was conducted from **11** to **16 August 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 743 and the school enrolment was 1620 with an Indigenous enrolment of 95.5% and a student with disability enrolment of 10.44%.

The key improvement strategies recommended in the review are listed below.

- Quality assure the processes used by senior college leaders to ensure systematic and consistent ways of working to deliver the college vision and expectations across all campuses. (Domain 1)

- Ensure all campuses schedule regular data conversations for teaching teams to rigorously interrogate and share student outcome data to monitor student progress and inform the next steps for teaching and learning. (Domain 2)

- Develop Quality Assurance (QA) processes to ensure the consistent implementation of curriculum, assessment and moderation practices across all campuses. (Domain 6)

- Implement consistent observation and feedback protocols linked to the Explicit Improvement Agenda (EIA) and pedagogical framework to improve the capability of all classroom teachers. (Domain 5)

- Build the understanding of teachers to use college resources and processes to plan and differentiate curriculum to meet the diverse learning needs of students. (Domain 7)

- Strengthen and systematically implement the Positive Behaviour for Learning (PBL) program supported by an action plan with key targets and monitoring strategies. (Domain 3)

- Engage with regional support personnel to implement strategies to address staff wellbeing as a high priority. (Domain 3)

2. Executive summary

2.1 Key affirmations

Literacy is the main game.

The college has implemented a Structured Synthetic Phonics (SSP) approach through the Promoting Literacy Development[1] (PLD) program with fidelity across all primary campuses. Significant professional learning has been provided across the college, delivered at the individual campus level. College staff describe seeing improvement in students' literacy and anticipate further improvements in learning outcomes. Parents and students articulate that the support provided by college staff in using this program has improved their writing and spelling.

A Positive Culture for Learning (PCL) is established on every campus.

The 4 college expectations of *'I am a proud learner, I am respectful, I am responsible and I am safe'* are underpinned by core values of respect and connectedness. These are regularly reinforced with students by teachers, and campus and college leaders. The 4 expectations form the basis for PCL practices across the college. Updated signage across the entire college is prominently displayed within and outside classrooms, and customised with elements written in traditional language appropriate to each campus. College leaders and key PBL staff frequently work with campus leaders to ensure the alignment of expectations and PCL messaging is clear. Staff knowledge of the essential elements of the PCL framework is deepening. The college leadership team speaks of a consistent messaging pathway from college to campus to classroom.

A comprehensive curriculum resource is developed for the local context.

The college is focused on delivering a whole-college approach to curriculum delivery that ensures students are visible within the curriculum. A whole-school plan is developed for the provision of the Australian Curriculum (AC) to make clear to teachers which learning areas will be covered and when. Unit plans are prepared by the Head of Department – Curriculum (HOD-C) for use by all campuses. Heads of Campus (HOC) convey appreciation for the ease of access to all curriculum documentation. A kit of resources is available for each unit that includes assessment tasks, 4C marking guides and exemplars. These are available to HOCs and teachers on the Tagai Teaching and Learning SharePoint. Leaders articulate that these resources provide greater consistency for students moving between campuses.

College campuses are the hub of their local communities.

Across the outer islands of the Torres Strait, the local primary school is the hub of the community. Each campus plays an integral role in maintaining local customs, culture and language through the provision of a language and culture program aligned to the AC. This program is highly valued by the local community and is a highlight of the week for students. Relationships with local councils and service providers enhance opportunities available to students.

Building the future teacher workforce of the Torres Strait is a focus.

The college, supported through the Remote Area Teacher Education Program (RATEP), is strongly committed to developing the capability of local staff through completion of Certificate III, IV and Diploma courses in education. A number of staff are planning to then complete university studies in education. Many of the staff members completing this study praise the support provided by their local campus staff to assist their learning. There is an extensive waiting list for future supported positions.

---

[1] PLD. (2020). Resources to improve literacy levels within primary schools. https://pld-literacy.org/

2.2 Key improvement strategies

Domain 7: Differentiated teaching and learning

Build staff capability to identify the language demands and cultural underpinnings of the intended curriculum and learning tasks, and explicitly teach both these aspects for Indigenous English as an Additional Language or Dialect (IEAL/D) learners. (TSC)

Domain 1: An explicit improvement agenda

Review the collaborative planning priority with HOCs and teaching staff to develop a greater shared understanding of the specific expectations and goals of the developing system. (TSC)

Domain 4: Targeted use of school resources

Strengthen HOC knowledge of college financial decision-making processes to build greater transparency and understanding of operational expenditure and human resource investment within their campuses and across the college. (TSC)

Domain 6: Systematic curriculum delivery

Strengthen curriculum understanding and the consistency of practices of formal and informal leaders across the college to enable them to monitor how the intended curriculum is enacted. (TSC)

Domain 9: School-community partnerships

Prioritise opportunities for further connection and collaboration with community, including Elders, to support the embedding of culture across the college and within the curriculum to support student engagement and enhance the holistic development of all students. (TSC)