

Tasman District School

External School Review Executive Summary 2023

INTRODUCTION

The Department for Education, Children and Young People is committed to supporting and improving the educational outcomes and achievements of Tasmanian Government School students. The purpose of External School Review (the Review) is to support schools to raise student achievement and sustain high performance.

The External School Review Framework underpinning the Review identifies the key levers for school improvement and has been shaped and informed by the National School Improvement Tool.

The National School Improvement Tool brings together the findings from international research into the practices of highly effective schools and school leaders. The Framework focuses on the practices proven to impact positively on achievement outcomes for all students at the classroom level. It is not intended to document every aspect of the school's processes, programs and outcomes.

The overarching review question is “how well does the school ensure students are known, safe, well and learning?”

This External School Review Report outlines aspects of the school's performance verified through the review process and provides recommendations for key improvement strategies.

In line with [Our Approach to School Improvement](#), recommendations from the External School Review must be integrated into the School Improvement Plan.

This Review was conducted in September 2023 by:

- Jenny Cowling, External School Review Leader
- Rob Fleming, Principal Peer Reviewer
- Kerry McMinn, Principal Peer Reviewer.

DISCLAIMER

The Department for Education, Children and Young People does not endorse any commercial organisation, product or service mentioned in this Report.

SCHOOL CONTEXT

Location	4 Nubeena Back Road, Nubeena
Year levels	Kindergarten to Year 12
Enrolment	146 FTE
Year opened	1953
Principal	Susan Flinn
Year principal appointed	2023
Indigenous enrolment percentage	16.09%
Students with a disability enrolment percentage	13.8%
Index of Community Socio-Educational Advantage (ICSEA) value	917
Full-time equivalent staff members	32.44 FTE

CONTRIBUTING STAKEHOLDERS

The Review took place over two days – Tuesday 19 and Wednesday 20 September 2023 – with one External School Review Leader and two Principal Peer Reviewers.

Most teachers who were present on the days of the Review were interviewed, along with non-teaching staff, and families. There is currently no School Association.

The leadership team presented to the panel on day one.

The panel visited most classrooms and learning spaces, and met with student groups from across the school, both formally during interviews and informally in the classroom setting.

The following table will guide percentages for statements made in this report:

None	Few	Some	Many	Most	All
0%	1–20%	20–50%	50–75%	75–99%	100%

SUPPORTING DOCUMENTARY EVIDENCE

School Improvement Plan	Progressive Achievement Tests (PAT)
School Annual Review	Attendance data
Student, staff and parent satisfaction and wellbeing surveys	National Assessment Program – Literacy and Numeracy (NAPLAN)
ASPIRE / Measuring School Progress	Student achievement data
Australian Curriculum Framework ratings	Kindergarten Development Check

EFFECTIVE SCHOOL PRACTICES

During the Review process, the panel verified the following effective practices that are contributing significantly to school improvement at Tasman District School:

- The school principal, leaders and teachers are united, committed to and explicit about their core objective to improve learning outcomes for all students in the school.
- The school has a highly committed staff who demonstrate an understanding of the importance of wellbeing and positive relationships with students who are known and cared for.
- The school creates an attractive and well-maintained physical environment, which is valued by staff and students.
- The school views parents and families as integral members of the school community.

RECOMMENDATIONS OF THE EXTERNAL SCHOOL REVIEW 2023

At Tasman District School, the 2023 leadership team are driving a strong improvement agenda focussing on Reading, Wellbeing and Engagement, and reflecting school data and a DECYP system priority.

The school has developed and documented clear guidelines, including processes and resources, in relation to student behaviour support and student wellbeing and engagement.

High importance has been given to professional learning, aimed at building staff knowledge and expertise in data literacy. As this focus is in its early stages, further work is needed to deepen staff understanding in analysing classroom data with the purpose of better differentiating teaching to maximise student growth.

Teachers have begun work on collaborative inquiry and are ready to embrace the next stage of tightening this process to focus more rigorously on improving pedagogy and student learning outcomes. Co-constructing a Tasman District School plan for curriculum delivery, supported by current DECYP resources, will complement this approach, and deepen teachers' understanding of what to teach and when, so that students reach their full potential.

The strategic approach to school improvement places the school in a great position to action the recommendations for this Review.

In line with *Our Approach to School Improvement* recommendations from the External School Review must be integrated into the School Improvement Plan.

The External School Review makes the following recommendations to further improve student learning outcomes:

- 1. Implement an effective collaborative inquiry structure to support teachers to continually implement evidence-informed teaching strategies to ensure maximum growth for all learners, with a focus on building staff skills in the analysis, interpretation, and use of classroom data.**
- 2. Develop an explicit, coherent and sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach, and students learn. This should align to the relevant curriculum frameworks: Early Years Learning Framework and Australian Curriculum Framework.**
- 3. Review and implement a consistent whole-school approach to evidence-informed teaching practice to maximise student learning outcomes (reference: Department of Education: A Pedagogical Framework).**
- 4. Co-construct with all staff an observation and feedback culture that supports improvements in consistent teacher practice and learning for all students (including peer observation, coaching, mentoring and evidence informed feedback practices).**