Southern Support School

2025 External School Review Executive Summary

DECYP is committed to supporting and improving the educational outcomes and achievements of our students. The purpose of External School Review is to support schools to raise student achievement and sustain high performance.

Acknowledgement of Country

We acknowledge Palawa as the traditional and continuing custodians of Lutruwita.

About the review

📅 June 2-4, 2025

24 school staff

1 student

4 stakeholder groups

School context

Table 1: School context

Location:	223 Clarence Street Howrah
Year levels:	Years K-12
Enrolment:	94.2 FTE
Year opened:	2011
Principal:	Simon Ellaby
Year Principal appointed:	2018
First Nations enrolment percentage:	16.7%
Students with a disability enrolment percentage:	100%
Index of Community Socio-Educational Advantage (ICSEA) value:	947
Full-time equivalent staff members:	82.38

Focus domains

In considering the school's data, supporting documentary evidence, a presentation by the leadership team and input from Learning Services, the Review panel explored the following School Improvement Tool Domains to evaluate the school's effectiveness towards raising student achievement and sustaining high performance:

Domain 1 – Driving an explicit improvement agenda

Domain 2 – Analysing and discussing data

Domain 3 – Promoting a culture of learning

Domian 5 – Building an expert teaching team

Domain 6 – Leading systematic curriculum implementation

Domain 7 – Differentiating teaching and learning

Domian 8 – Implementing effective pedagogical practices.

Key affirmations

Key affirmations identify effective practice that has a positive impact on improvement.

Domain 3: Promoting a culture of learning

School staff and leaders demonstrate an understanding of the importance of positive, caring and trusting relationships to student success. This was listed as a strength from staff, families, and leaders.

Collegial and leadership support were highlighted as a significant contributor to staff wellbeing.

Domain 6: Leading systematic curriculum implementation

Staff regularly communicate with families about achievement and progress over time.

Domain 7: Differentiating teaching and learning

A shared understanding for differentiated teaching and learning drives classroom practices, ensuring students are working to the best of their ability.

Teaching practices across the school reflect the belief that, although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if given appropriate learning opportunities with the necessary support.

Domain 8: Implementing effective pedagogical practices

Leaders recognise that continuous improvement in teaching practice is key to improving student learning.

Key improvement strategies

Key improvement strategies indicate the school's priority focus areas in the next 4-year strategic planning period.

Domain 2: Analysing and discussing data

Refine and disseminate to teachers a comprehensive data plan (including data to be collected, its purpose and how it is to be used) to inform planning, monitoring, and evaluation of strategies at all levels across the school.

Build on current processes and structures for data analysis and prioritise time for focussed discussions to inform targeted teaching and learning strategies.

Domain 5: Building an expert teaching team

Embed professional learning teams to support all staff to engage in purposeful and impactful collaborative learning, planning, and inquiry.

Develop and implement a coherent professional learning plan, which is tightly aligned to improvement priorities and monitored for impact, to ensure continuous improvements in teacher practice.

Domain 6: Leading systematic curriculum implementation

Provide professional learning opportunities to support curriculum implementation and review.

Domain 8: Implementing effective pedagogical practices

Prioritise an environment where staff regularly engage in modelling, observing, and providing constructive feedback on colleague's pedagogical practices, to ensure teachers continually improve their practice.

Tasmanian Government