

Ayr 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	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Ayr State School** from **10 to 12 October 2018**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Stephen Bobby

Internal reviewer, SIU (review chair)

Liam Smith

Assistant Director-General, SIU



1.2 School context

Location:	Graham Street, Ayr
Education region:	North Queensland Region
Year opened:	1886
Year levels:	Prep to Year 6
Enrolment:	120
Indigenous enrolment percentage:	60 per cent
Students with disability enrolment percentage:	1.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	752
Year principal appointed:	November 2017 (acting)
Day 8 Staffing Teacher Full-time equivalent numbers:	11.57
Significant partner schools:	East Ayr State School - curriculum moderation, Ayr State High School - feeder high school, Home Hill State School – joint National Aborigines and Islanders Day Observance Committee (NAIDOC)
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Ayr Men's Shed, Adventist Development and Relief Agency (ADRA), Save the Children Playgroup
Significant school programs:	Equip program, Explicit Instruction (EI), Younger Stronger Smarter program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), master teacher, behaviour support/special education teacher, guidance officer, seven classroom teachers, six teacher aides, school's critical partner, 17 parents, Business Manager (BM), administration officer, canteen coordinator, three cleaners and 28 primary students.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives, Ayr PCYC representative, Ayr Men's Shed representative, police liaison officer, local Indigenous Elder.

Partner schools and other educational providers:

- Principal Ayr State High School.

Government and departmental representatives:

- Mayor of Burdekin Shire Council, State Member for Burdekin and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Teaching and Learning Handbook 2018	Curriculum planning documents
School Opinion Survey	School newsletters and website
Classroom Learning Walls	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Classroom documentation of student learning goals
Report Card and NAPLAN Update Semester 1 2018	



2. Executive summary

2.1 Key findings

Diversity is embraced and the school values the varied cultural and socio-economic backgrounds of its students and families.

A culture of belonging, community, partnerships and trust are clearly apparent across the school. An open and friendly environment greets people upon arrival at the school where there is a sense of community that is acknowledged by parents, students and staff. All stakeholders comment on the strong sense of community and the positive interactions that are fostered between students, staff, parents and community members.

School leaders articulate a clear vision that the school gives a priority to analysing and discussing data to drive improvement in student learning outcomes.

The principal has instigated, in response to the improvement strategies from the previous review, scheduled opportunities for teachers to participate in deep and focused data discussions. Student Achievement Meetings (SAM) provide a collaborative forum for the discussion of student learning. Teachers value this opportunity to analyse and discuss individual, class and cohort data.

The school leadership team has established and is driving an Explicit Improvement Agenda (EIA).

All staff are familiar with the EIA and express a commitment to the anticipated improvements of student learning outcomes in these focus areas. They are able to identify specific success stories for individual students, particularly in the attendance and Positive Behaviour for Learning (PBL) aspects of the agenda. Some staff members identify that most elements of the EIA are embedded features of the school's routines and articulate the desire to progress the EIA journey.

The principal expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

A range of assessment processes is utilised and teachers adapt the Curriculum into the Classroom (C2C) summative assessment tasks. Guides to Making Judgements (GTMJ) are used to determine student achievement standards. Adjustments to the assessment tasks are mapped to the GTMJ and the achievement standards of the AC by teachers. The school has an expectation that teachers record these adjustments as part of the unit unpacking practices. The principal acknowledges that the systematic collection, storage and Quality Assurance (QA) of these adjustments are the school's next step.



The principal views staff development as a key component of school improvement.

All staff members are willing to expand their skills and knowledge and discuss the informal feedback they receive from the principal and each other. Staff indicate they are open and ready for further formal feedback and the opportunity to watch and learn from each other's work. A formal observation and feedback process beyond the work led by an external provider is yet to be developed.

The leadership team encourages teachers to maintain currency with research on effective teaching practices.

The school has a clearly articulated and research-based pedagogical approach based on Explicit Instruction (EI). Teachers are using this process consistently across the school and are developing effective repertoires of practice based on this approach. Conversations with teachers reveal that a wider range of pedagogical approaches are utilised in their teaching. Articulation of school expectations and documentation of the use of a wider range of pedagogical approaches are yet to undertaken.

Parents speak positively of the levels of care and support afforded their child.

The school leadership team actively seeks ways to enhance student learning and wellbeing by collaborating with parents and families, other educational, health and community organisations. Many community partnerships have become an accepted part of the school culture. Various allied health agencies, education institutions, wellbeing agencies, early childhood providers and the local secondary school are currently engaged with the school.

The school has an active Parents and Citizens' Association (P&C) that provides valuable services and funds through fundraising activities each year.

The P&C values the education process and supports the school through a range of fundraising at the school and within the community. They are keen to support grounds and facility improvements in the school. P&C members articulate a desire to work closely with school staff in systematic and meaningful ways to enhance outcomes for students. The P&C's foremost role is the administration of the school's highly successful and popular Equip program. 95 per cent of families participate in the scheme.



2.2 Key improvement strategies

Sustain the focus on embedded elements of the EIA and collaboratively identify potential next steps and current areas for greater precision.

Fully develop, document and implement a coherent and sequenced whole-school approach to the recording of adjustments and reflections on units of work.

Collaboratively develop an internal approach for all staff to participate in classroom-based learning that includes modelling, coaching and mentoring opportunities that expands beyond the current externally-led processes.

Document the full range of expected pedagogical practices to be adopted by teachers at the school.