

Ayr State School

Executive Summary





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1.2 School context

Location:	Graham Street, Ayr	
Education region:	North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	76	
Indigenous enrolment percentage:	65 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	11 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	21.1 per cent – 2019
Index of Community Socio-Educational Advantage (ICSEA) value:	742	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), four teachers, six teacher aides, Indigenous Education Worker (IEW), chaplain, 16 students, 16 parents, president and treasurer of Parents and Citizens' Association (P&C), Speech Language Pathologist (SLP), beginning teacher mentor and tuckshop convenor.

Community and business groups:

- Two community members.

Partner schools and other educational providers:

- Principal of Ayr State High School and representative from Bur-del Early Childhood Program

Government and departmental representatives:

- State Member for Burdekin and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Student Code of Conduct
Investing for Success 2021	Strategic Plan 2020-2023
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School assessment and data plan	School differentiation plan or flowchart
School Opinion Survey	School newsletters and website
Headline Indicators (October 2020 release)	Student Learning and Wellbeing Framework
Parent and Community Engagement Framework	School based curriculum, assessment and reporting plan
School Data Profile (Semester 1, 2021)	



2. Executive summary

2.1 Key findings

Established in 1886, the school has a long and proud history of providing quality public education.

Currently, 76 students call the school 'home'. Generational links with the school are apparent and staff members are united in their commitment to improving learning outcomes for all students. A culture of care is apparent and staff members are fashioning a culture of learning. Students indicate they are happy to go to school. The principal has high expectations for learning, behaviour, engagement, and attendance.

Data walls exemplify the importance the school places on the analysis, display and discussion of student learning and wellbeing data.

Student Levels of Achievement (LOA) in English, reading benchmarks, attendance, behaviour and personal and social capability are prominently displayed and regularly referred to and discussed. Data walls include student photographs, supporting the personalisation of discussions in relation to student learning progress. The principal articulates data walls support the triangulation of student achievement data and provide opportunity to consider the wellbeing and academic growth of students. The principal acknowledges data walls provide a mechanism to systematically and visually track the progress of all students.

Teachers are cognisant of the importance of constructing learning experiences that are inclusive, engaging and challenging for all students.

Teaching staff acknowledge the need to make the curriculum locally relevant and culturally appropriate with a focus on building students' literacy and numeracy capabilities. The school has a documented Curriculum Assessment and Reporting Plan (CARP) to provide teachers with a clear indication of the learning sequence for all areas of the Australian Curriculum (AC) for students from Prep to Year 6. The principal articulates that the next strategic planning cycle will need to include a curriculum review with the intent of recognising and valuing students' strengths and needs, and incorporating different pedagogical approaches that will encourage students to engage and excel in their learning.

Staff members have a clear understanding of the complex lives of many of their students and display a determined approach towards meeting their learning and wellbeing needs.

Staff demonstrate respectful and caring relationships and an openness to improving their practice to further support students. School improvement is informed through the consideration of individual students and groups of students. Teachers describe a range of pedagogical practices they utilise to implement the AC and engage students in learning. The principal indicates the need to review the school pedagogical framework to determine pedagogical practices that will support a whole-school approach to differentiation.



The school utilises the inquiry cycle to prioritise actions, targets and Quality Assurance (QA) strategies in the areas of attendance, engagement, and reading improvement.

Members of the teaching team describe authentic opportunities for collaboration provided by the principal regarding school improvement issues and priorities. The principal and teaching staff articulate that the school's current Explicit Improvement Agenda (EIA) is engagement. Some specifically reference case management as indicated in the AIP. A detailed understanding of the EIA is yet to be articulated by all members of the teaching team. Some teachers express a desire for greater clarity regarding their specific roles and school milestones or targets that will determine successful implementation of the EIA. The principal identifies that the provision of feedback is positively impacting on school improvement priorities and initiatives, and articulates a desire to participate in further reflective conversations to monitor progress of the school and 'chart the course ahead'.

A friendly environment that fosters learning is apparent.

The school places a high priority on building and maintaining positive and caring relationships between staff, students and parents. Classrooms are well presented with displays of student work and artefacts to support the teaching and learning process. The school is adopting Positive Behaviour for Learning (PBL). Students reference the school's behavioural expectations – *'Safe, Respectful, Responsible'*. Staff members indicate that expectations are explicitly taught through the 'Rule of the fortnight'. The school has established strategies to promote appropriate behaviour, including the use of 'blue slips', stamps, stickers, class rewards, prize draws, and reward trips. Some staff members express the need to reinvigorate PBL to ensure important messages and principles remain at the fore. The principal identifies the need to strengthen community participation and incorporate student voice into PBL decision making.

The school makes significant investment in human resources.

Available human, financial and physical resources are utilised to support teaching and learning across the school. In addition to Investing for Success (I4S) funds being used for additional teacher time for students with disability, the school purchases additional Business Manager (BM) hours to create a full-time position and purchases additional guidance officer time. The principal indicates that last year's initiative of engaging an instructional coach is currently not able to be continued in order to fill a classroom teacher vacancy at the school. The principal and Assistant Regional Director (ARD) articulate that it can, at times, be challenging to attract teachers to the local area.

A culture of collegiality and collaboration between staff members is apparent.

The principal recognises the importance of professional learning to develop the expertise and capabilities of all staff. Teachers and teacher aides describe a range of Professional Development (PD) activities designed to build their confidence and expertise. Many staff members express pride and professional satisfaction in working at the school.



Community members, local principals, and parents speak positively of the working relationships and collaborative arrangements with the school.

A range of partnerships to support student learning and wellbeing is established. The Parents and Citizens' Association's (P&C) signature initiative is the Nutrition Program where, for a cost of \$4 per child per day, students are provided with a school uniform and hat at the start of the school year, in addition to breakfast, morning tea and lunch being provided on a daily basis. This is an established program at the school, and is highly regarded by parents and staff members.



2.2 Key improvement strategies

Review the school curriculum plan and planning processes to recognise and value students' strengths and needs, and incorporate different pedagogical approaches to encourage students to engage and excel in their learning.

Review the school's pedagogical framework to determine pedagogical practices that will support a whole-school approach to differentiation and maximise student engagement.

Determine and communicate specific actions, timelines, targets and milestones for the EIA leading to systematic monitoring of progress and implementation.

Provide opportunities for the principal and key staff members to reflect on school direction and progress through opportunities to participate in conversations with other school leaders with a similar context and educational journey.

Review and refine school PBL practices including opportunities for student and community voice in developing innovative strategies for acknowledging positive behaviour.

Work with regional office to determine a workforce plan that enables school access to quality teachers and support staff, complemented by ongoing provision of timely and appropriate assistance related to the school's EIA and complexity.