

# Annandale State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Greater Townsville is located on the traditionally owned lands of the Wulgurukaba of Gurambilbarra and Yunbenun, Bindal, Gugu Badhun and Nywaigi. Annandale State School is situated on Bindal Country.

### About the school

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	705
Indigenous enrolments	9.3%
Students with disability	17.3%
Index of Community Socio-Educational Advantage (ICSEA) value	1010

### About the review

 3 reviewers from 5 to 7 March 2024	 146 participants	 66 school staff
 36 students	 39 parents and carers	 6 community members and stakeholders

### Key improvement strategies

#### Domain 3: Promoting a culture of learning

Implement professional learning for all staff, aligned to supporting students with complex needs, to build greater consistency of whole-school approaches.

#### Domain 1: Driving an explicit improvement agenda

Communicate broadly Explicit Improvement Agenda (EIA) roles, responsibilities, accountabilities and targets to provide greater clarity for all staff.

#### Domain 8: Implementing effective pedagogical practices

Review school-wide pedagogies, drawing on a range of evidence measuring their impact on students, to enhance effective teaching practices.

#### Domain 6: Leading systematic curriculum implementation

Establish processes for leaders to co-plan and moderate with teachers to support a shared understanding of curriculum expectations as unit plans are reviewed and updated.

#### Domain 9: Building school-community partnerships

Investigate ways to re-establish the Parents and Citizens' Association (P&C) to enhance community consultation and engagement.

### Key affirmations



#### Staff are committed to students realising their potential.

The school mantra, 'Soaring to Success' reflects a school-wide commitment that every child will realise their potential. Leaders have developed and are driving an EIA focused on improving student outcomes. Staff speak highly of the school and are driven to support every student. Teachers communicate a commitment to developing positive relationships with students. Parents speak highly of the leaders and staff.

#### A student-centred approach to learning and wellbeing is established.

Leaders identify the need to support students' social and emotional learning through the establishment of a student Wellbeing Hub. Staff express appreciation for the support and advice from the Inclusion team to support students with additional needs to access the Australian Curriculum (AC). Students and staff foster respectful student relationships. Staff indicate that student wellbeing is a priority. Teachers emphasise the value and support of the Inclusion team in developing their knowledge and understanding of how the adjustments they make impact student learning. The English as an Additional Language or Dialect (EAL/D) coordinator articulates working with students in small intervention groups, and organising and familiarising staff with resources to support the needs of these students. Parents speak favourably of their interactions with the Inclusion team and the level of support provided to them and their child.



#### Staff describe the strong collegial culture as a strength of the school.

Leaders, staff and students foster respectful relationships. Teachers express they value the ongoing support of colleagues. Members of the teaching team communicate they consistently share resources, curriculum ideas and pedagogical strategies through formal and informal collaboration. Staff morale has improved from 62.5% in 2022 to 89.1% in 2023.



#### Data drives school improvement agendas.

A range of student data informs the improvement agenda and is used to monitor the progress of priorities. The Annual Implementation Plan (AIP) has long-term measurable targets and associated timelines. Teams of leaders and teachers regularly analyse and discuss student achievement and wellbeing data. Leaders and staff in the Wellbeing Hub and the Positive Behaviour for Learning (PBL) team have developed data collection tools and analysis practices to build a deep understanding of students requiring behaviour support. Achievement data is communicated to parents and caregivers via newsletters, parent information sessions, and parent-teacher interviews.

