



# School Improvement Unit Report

## Annandale State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Annandale State School from 4 to 6 May 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Cnr Oleander and Yolanda Streets, Annandale
<b>Education region:</b>	North Queensland Region
<b>The school opened in:</b>	1998
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	881
<b>Indigenous enrolments:</b>	6.5 per cent
<b>Students with disability enrolments:</b>	3.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1045
<b>Year principal appointed:</b>	2007
<b>Number of teachers:</b>	58 (full-time equivalent)
<b>Nearby schools:</b>	Annandale Christian School, Junior Grammar School, Southern Cross Catholic College, Mt Stuart Cluster - Oonoonba State School, William Ross State High School, Wulguru State School, Woodstock State School
<b>Significant community partnerships:</b>	James Cook University (JCU), Education Department (EQ), Queensland University of Technology (QUT), YuMi Deadly Centre
<b>Unique school programs:</b>	1-2-1 laptop program – Year 5 and Year 6



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy principal
  - Head of Curriculum (HOC)
  - Master teacher
  - Literacy coordinator
  - Business Services Manager (BSM)
  - Specialist teachers – Support Teacher Literacy and Numeracy (STLaN), Language other than English (LOTE), Health and Physical Education (HPE), music, teacher librarian, English as Additional Language or Dialect (EAL/D)
  - Guidance officer
  - Principal of William Ross State High School
  - QUT coordinator for YuMi Deadly Maths Program
  - Parents and Citizens' Association (P&C) executive
  - Director of a local early learning centre
  - 32 teachers
  - Six teacher aides
  - Office staff
  - Ancillary staff members
  - 12 parents
  - 65 students



## 1.4 Review team

Garry Lacey

Internal reviewer, SIU (review chair)

Robert Van den Heuvel

Peer reviewer

Raelene Fysh

External reviewer



## 2. Executive summary

### 2.1 Key findings

- A collegial culture is established which focuses on the development of improved learning for all students.

Many staff members, parents and members of the wider community express the view that the school and its staff are valued within the community.

- Year level teams are provided with opportunities to meet regularly and have developed collegial practices within the school.

Collegial teams meet regularly to discuss matters relating to curriculum and teaching and learning. These meetings assist with the sharing of curriculum resources and the induction of new members of staff, and ensure a consistency of curriculum practice across the school.

- Guided reading is occurring in all classrooms and this practice is embedded into the teaching repertoires across the school.

Teaching staff collect and analyse a range of literacy data to assist in matching students to texts for guided reading and to identify the next steps for learning. Teacher aides are assigned to all classrooms to work alongside teachers with the teaching of reading.

- The school has established and is implementing a systematic plan for the collection, analysis and use of a range of student data to inform teaching and learning.

Teachers' ability to use data is developing with some staff accessing professional support through targeted staff such as the literacy coordinator and master teacher to enhance proficiency. Data literacy skills are varied.

- The leadership team is highly committed to supporting teaching staff to plan sequenced, coherent curriculum units.

Quality assurance of curriculum and assessment planning is established with the Head of Curriculum (HOC) systematically checking that all adjustments to curriculum units, including assessments and the Guides to Making Judgements (GTMJ), cover the Australian Curriculum (AC) content descriptions and provide opportunities for students to demonstrate the AC achievement standards.

- The leadership team works with teaching staff to implement the school's Explicit Improvement Agenda (EIA).

Some aspects of the improvement agenda, such as guided reading, are embedded in practice. Other elements are in the formative phase of implementation.



- Data is used to build self-reflective practice around teaching and learning across the school.

A high priority is given to the collection of reading data. Teaching and support staff are able to describe how this data is analysed to develop programs and plan intervention strategies. This success in reading outcomes provides a successful model for expanding into numeracy and other curriculum areas.

- The school has a Responsible Behaviour Plan for Students (RBPS), reviewed in 2015, which documents high expectations for student behaviour.

Changing school and community demographics have highlighted the need to continue a consistent understanding of expectations relating to behaviour to maintain a learning environment that is safe, respectful and tolerant and that promotes intellectual rigour.

- The curriculum support team is a key leadership group within the school.

Members of this team are at different stages in their leadership journey. The development of the leadership capacity of this team will be an investment as the school moves into the future as an Independent Public School (IPS).

- The school has a pedagogical framework which is visible in all areas throughout the school.

The *Circle of Practice* identifies local pedagogies and expected repertoires of agreed teaching practice. Continued work around understanding the theoretical underpinnings of the *Circle of Practice* needs to be shared with staff members and expectations for implementation agreed to.



## 2.2 Key improvement strategies

- Ensure all staff members are fully aware of current curriculum priorities for the school's EIA, the expectations for implementation in all classrooms and the accompanying targets and timelines for this implementation process.
- Use the current reading outcomes data success as a model for expanding the data collection and analysis to other curriculum areas, such as mathematics and science.
- Develop a positive behaviour team to review, develop and implement procedures and processes to maintain positive behaviour and ensure the consistent application of school-wide expectations.
- Provide members of the curriculum support team with opportunities to strengthen their capacity and abilities as leaders within the school.
- Review the school's pedagogical framework to ensure it has broad agreement, is explicit, is research-based and provides agreed pedagogical practices for the school.