Annandale State School

Executive Summary

Education Improvement Branch

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Annandale State School** from **28** to **30 October 2020.**

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 implement 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 EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Lesley Vogan   Internal reviewer, EIB (review chair)

Darren Marsh   Peer reviewer

Rob Lee   External reviewer

1.2 School context

Location:	Corner Oleander Street and Yolanda Drive, Annandale	
Education region:	North Queensland Region	
Year levels:	Prep to Year 6	
Enrolment:	775	
Indigenous enrolment percentage:	10.3 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	3.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	21.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1014	
Year principal appointed:	2007	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), guidance officer, two Support Teachers Literacy and Numeracy (STLaN), literacy coordinator, Head of Curriculum (HOC), Speech Language Pathologist (SLP), 21 teachers, 54 students, 14 teacher aides, Defence School Mentor (DSM), three Auslan teacher aides, six literacy assistants, four administration officers, schools officer and 30 parents.

Community and business groups:

- Good Start Early Learning Centre director, Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) coordinator, Parents and Citizens' Association (P&C) treasurer and school council representative.

Partner schools and other educational providers:

- William Ross State High School principal, James Cook University (JCU) professional experience and community engagement director and JCU mathematics and music education lecturer.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Opinion Survey
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School reading and writing policies
School data plan	Professional learning plan 2020
School Data Profile (Semester 1 2020)	School newsletters and website
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Staff members articulate a commitment to the school strategic agenda and demonstrate a collaborative approach to exploring and implementing improvement strategies and actions.

Many staff members take on leadership and coaching responsibilities to support the implementation of priority agendas to improve student learning. The school's Explicit Improvement Agenda (EIA) is known across the school and staff members discuss the strategies the school has implemented to support the agenda, school targets for improvement and elements of the agenda that are having an impact on their classroom practices. Over the last strategic planning cycle it is apparent that the school has addressed many of the improvement strategies recommended in the previous school review.

School leaders and staff members are united in their focus on developing a positive culture within the school.

Staff members work diligently to provide a safe and supportive classroom environment that clearly promotes positive and respectful student engagement. All parents interviewed express that they value the teachers and leadership team, commenting in relation to their approachability and capacity to make them welcome in the school setting. A genuine positive environment exists in classrooms. Students describe the care and commitment of their teachers and recognise this as a strength of the school. This positive climate is further enhanced by a similar culture existing amongst members of staff.

School leaders value a consultative approach to decision making and systems and processes are developed to enable stakeholders to have a voice.

The principal articulates the school is in a pivotal position for change and acknowledges the need to review current school practices and student achievement and wellbeing data to determine what will remain a priority, what will need to be amplified and what the school will need to commence. A clear and cohesive school vision to align valued school approaches and programs, current priority agendas and the deployment of school human and physical resources with emerging priorities continues to develop.

There is a clear alignment from long-term school planning documentation through to the expectations outlined in the yearly operational planning.

The school budgeting strategies reflect this alignment. Analysis of the impacts of school priority initiatives and programs on building staff capability to improve student learning outcomes is an area identified by leadership team members as a future Quality Assurance (QA) focus.

School leaders recognise the importance of evidence-based teaching practices in classrooms as the key to improving student learning throughout the school.

The school's pedagogical framework is based on the Dimensions of Teaching and Learning (DoTL). Some teachers articulate using YuMi Deadly Maths, Direct, Explicit, Interactive, Experimental, Inquiry and Higher Order Thinking teaching strategies. Teaching staff indicate that the expected application of some of these pedagogies throughout the school is yet to be clear. School leaders identify that further refinement and understanding of the agreed and expected teaching and learning practices will support teachers in the full implementation of the framework.

Teachers express that they value the collegiality of their year level teams and the opportunities they have to meet formally and informally to discuss and share their practice.

Teaching staff have the opportunity to participate in a range of coaching, mentoring and modelling opportunities in a wide range of areas. Members of the leadership team acknowledge these opportunities are yet to be inclusive of all staff members as teachers self-nominate to participate, with some teachers yet to access the support. School leaders conduct walkthroughs of classrooms in addition to providing feedback to teachers regarding student portfolios. A formalised approach to lesson observation and feedback for all teachers is yet to be implemented. Some teachers express a desire to further develop their professional practice through a feedback model that is designed to meet their needs.

The school is focused on the development of a culture of continuous Professional Development (PD).

A multi-faceted and differentiated suite of professional PD for all staff members is developed. Teachers value the opportunity to develop their areas of interests and passion and lead professional learning within their teams and across the school. The school's leadership model encourages and enables teachers to gain expertise in areas of interest and collaboratively lead elements of the school's improvement agenda. Many teachers undertake leadership roles beyond their classrooms, confidently sharing their knowledge and expertise of how students learn within their teaching teams and across the whole school.

School leaders and staff are committed to an inclusive culture that maximises the engagement and learning outcomes for the full range of students.

Parents of students with diverse learning needs speak of the acceptance of their child in the school setting. This is a cultural perspective built on valuing diversity and is displayed in classrooms and the playground, with inclusive practices modelled by staff members and students. Teachers work with support staff to implement learning programs for the range of student learners within their classrooms. With support from the Student Support Team (SST) most teachers articulate a level of confidence in identifying where students are in their learning, including their current knowledge, skills and learning difficulties. Teachers express that this assists in identifying the starting points for teaching.

Partnerships at the school are maintained on the basis of their capacity to contribute to improved student achievement and wellbeing.

The school is considered a valued hub of the community. Identified partners are involved in planning, including clarity regarding roles and responsibilities, and are committed to the objectives of the partnership. Partnerships occur at commonly agreed times during the school year or when a need is identified and addressed between the school and various community groups, local businesses and educational clusters.

2.2 Key improvement strategies

Collaboratively redevelop a clear and cohesive school vision that aligns valued school approaches and programs, current priority agendas and the deployment of school human and physical resources with emerging school priorities.

Develop school-wide systems to quality assure the impact of human, financial and physical resources on student learning and wellbeing outcomes.

Review the school's pedagogical approaches, clearly articulating the expectations for their implementation, incorporating them into curriculum planning processes.

Review the school collegial engagement model to align with the school's EIA and to have the capacity and processes to include all teaching staff members.