

Andergrove State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Andergrove State School** from **31 July** to **2 August 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

Darren Marsh	Internal reviewer, SIU (review chair)
Marni Morrison	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Fernleigh Avenue, Andergrove
Education region:	Central Queensland Region
Year opened:	1939
Year levels:	Prep to Year 6
Enrolment:	371
Indigenous enrolment percentage:	26.4 per cent
Students with disability enrolment percentage:	3.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	918
Year principal appointed:	July 2013
Full-time equivalent staff:	41.3
Significant partner schools:	Slade Point State School curriculum planning, Pioneer State High School Science, Technology, Engineering and Mathematics (STEM) lessons and mentoring, provision of teacher aides for Years 5 and 6 reading support
Significant community partnerships:	Woolworths daily breakfast program, Rebel Sport sporting equipment, Mackay Children and Family Centre (MCFC) support services for Aboriginal and Torres Strait Islander students, Early Childhood Education Centre (ECEC) Early Years network
Significant school programs:	Information and Communication Technology (ICT) use of iPads to support and enhance learning, Positive Behaviour for Learning (PBL) wellbeing and behaviour support, Step up into education weekly Playgroup and Semester 2 Get Set for Prep program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC)/ master teacher, guidance officer, two Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM), 17 teachers, four cleaners, two administration officers, ten teacher aides, 65 students, Parents and Citizens' Association (P&C) executive, tuckshop convenor, Community Education Counsellor (CEC), two special education teachers, intervention teacher, Health and Physical Education (HPE) teacher, music teacher, Advisory Visiting Teacher (AVT) - visual impairment, groundsman and 31 parents.

Community and business groups:

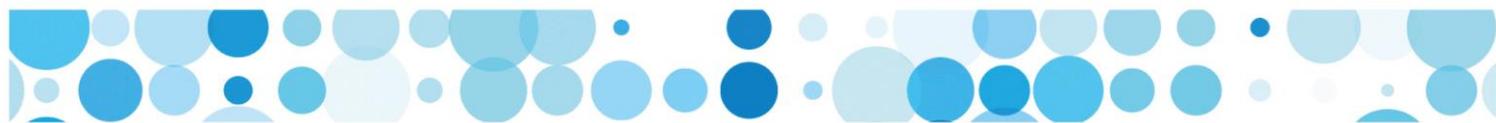
- Remote Area Teacher Education Program (RATEP) coordinator.

Partner schools and other educational providers:

- Principal Slade Point State School and representative Pioneer State High School.

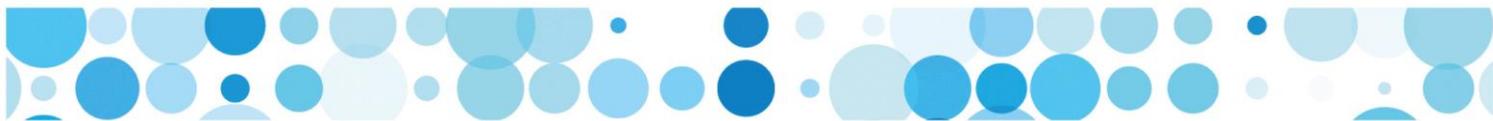
Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional development plan 2018	Curriculum planning documents
School improvement targets	Key Actions and Responsibilities 2018
School pedagogical framework	Professional development plans
School assessment calendar	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Reflection surveys	Learning and wellbeing framework
Differentiation plans	Parent and community framework
Positive behaviour for learning data and plans	School Improvement Agenda: end of term reports
School based P-6 curriculum overview - assessment and reporting	Student Resource Scheme Parent Information 2018



2. Executive summary

2.1 Key findings

Staff members, parents and the wider community speak positively of the school.

School staff are united and committed to improved learning outcomes for all students. There is evidence of a highly focused and supportive staff. Parents recognise the school leadership team as being highly visible across the school, working closely with staff members, students and the school community. Parents comment that staff show dedication, commitment and support for students that are strongly valued within the school community. Parents indicate that their child is very happy at the school.

A culture of teamwork and collaboration is apparent at the school.

Staff members speak positively of the support provided to them through the availability of the leadership team. They articulate that through collective efficacy, the responsibility for learning of all students involves everyone within the school.

School staff are united and committed to improved learning outcomes for all students.

An Explicit Improvement Agenda (EIA) exists within the school that supports the school's vision of *'every student counts, every day counts'*. The school priority areas include motivating students to read, enhancing student mathematical thinking and reasoning, and motivating students to regularly attend school. Most staff are able to articulate the EIA including the associated targets. Some staff are able to share the improvement strategies associated with each of the priority improvement areas. School leaders acknowledge the alignment of the EIA strategies and Annual Improvement Plan (AIP) including implementation timelines, targets, success checks and responsible officers is an area for ongoing development.

The school has a Prep to Year 6 curriculum overview that is aligned to the Australian Curriculum (AC).

The overview outlines how the curriculum is planned and implemented across each year level, including reference to AC general capabilities and cross-curriculum priorities. Most teachers articulate that they have a working knowledge of the AC in English and other learning areas. Teachers articulate that the Guides to Making Judgements (GTMJ) are aligned to the achievement standards and are not altered during unit planning. Some teachers indicate that the assessment task may be altered to ensure a locally relevant context is considered. School leaders recognise that a process for Quality Assurance (QA) is necessary to ensure the assessment task and GTMJ are aligned to the AC.



The school leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

The school has developed an approach to teaching and learning that incorporates a set of expected pedagogical practices as the basis of the school's pedagogical framework. The current framework draws on research and best practice. Staff members indicate that they use components of the pedagogical framework. A school-wide understanding of the pedagogical approaches outlined in the agreed framework is work considered by the leadership team as emerging.

The school leadership team is committed to building a school-wide professional team of skilled staff that understand and are committed to improving outcomes for all students.

School leaders spend time working with staff to provide feedback to reflect on their practice. The school promotes collegial approaches to informal coaching and mentoring. A structured formal process for teacher observation, feedback and coaching, aligned to the EIA is an area for ongoing focus for school leaders.

The school grounds and facilities are expansive, well maintained and cared for.

Students display a sense of pride in their school grounds and classrooms. Teachers present their classrooms as intentionally inviting places where students can actively engage in learning. Artefacts to support student learning and displays of student work are apparent in classrooms.

The school is well established in the community and productive partnerships are extensive.

Generations of local families identify with the school and take pride in their long association. The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, and local businesses and community organisations. These partnerships offer support and provide access to resources and services to support the school and its students. The school's partnerships are strategically targeted to areas of identified need. The leadership team indicates that the range of partnerships is adding significant value to the community and to student learning outcomes.



2.2 Key improvement strategies

Maintain the sharp and narrow focus of the current EIA and improvement strategies through the alignment to the AIP, including a timeline for implementation, success checks and targets.

Strengthen QA processes to ensure assessment tasks and GTMJ's are aligned to the achievement standards of the AC.

Collaboratively review the school's pedagogical framework to establish the agreed whole-school pedagogy.

Strengthen the observation, feedback and coaching process to support the consistent application of pedagogical practices aligned to the EIA.