

# 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 Education Improvement Branch (EIB) at **Andergrove State School** from **4 to 6 May 2022**.

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

Louise Wilkinson	Internal reviewer, EIB (review chair)
Scott Edmunds	Peer reviewer
David Hinton	External reviewer



## 1.2 School context

<b>Indigenous land name:</b>	Yuwibarra
<b>Location:</b>	Fernleigh Avenue, Andergrove
<b>Education region:</b>	Central Queensland Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	324
<b>Indigenous enrolment percentage:</b>	35.8 per cent (116 students)
<b>Students with disability percentage:</b>	19 per cent (61 students)
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	910
<b>Year principal appointed:</b>	2013



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Learning Engagement Teacher (LET), reading room coordinator, four Year Level Curriculum Coordinators (YCC), guidance officer, Community Education Counsellor (CEC), playgroup/early childhood teacher, five teacher aides, six intervention teacher aides, office secretary, four cleaners, schools officer, 12 teachers, specialist teacher, two instrumental music teachers, two relief teachers, 54 students and 35 parents.

Community and business groups:

- Two Outside School Hours Care (OSHC) coordinators, Remote Area Teacher Education Program (RATEP), George Street Neighbourhood Centre coordinator, Parents and Citizens' Association (P&C) president, vice president and treasurer and two tuckshop convenors.

Partner schools and other educational providers:

- Recent former principal of Pioneer State High School, Slade Point State School principal, CEC network coordinator of Pioneer State High School and Auslan advisor.

Government and departmental representatives:

- State Member for Mackay, ARD and Principal Indigenous Skills Development Officer.

## 2. Executive summary

### 2.1 Key findings

**Many parents, community members and school partners believe this is a good school remarking with positive acknowledgement, ‘The school has a heart of hope’, ‘The school gives fresh eyes to kids every day’ and ‘My kids love it here’.**

Students and families have a strong sense of belonging and pride in the school with many having a generational connection. School leaders recognise that positive relationships are key to maximising student outcomes. The level of relationships amongst students, staff and parents is demonstrated in the school’s welcoming environment, and staff understand the importance of this on successful learning.

**The school has a focus on supporting the ‘whole’ child and families.**

Parents and community members consistently articulate that the school is well respected and has a good reputation for exhibiting care and concern for students and families. Parents and families are viewed by the school as integral members of the school community. They are offered opportunities to be involved in a range of events designed to enhance understanding of their child’s education and celebrate their successes. Many students convey how much they enjoy school and believe their teachers care for them.

**The school’s Explicit Improvement Agenda (EIA) is expressed as: ‘Keeping it R.E.A.L. by continuing to grow Resilient, Engaged, Achieving Learners’.**

Staff members and school leaders are dedicated and speak with sincerity of the desire for all students to experience success. Over the past planning cycle, the School Strategic Plan’s (SSP) two improvement priorities of ‘successful learners’ and ‘intentional collaboration’ have been progressively addressed through strongly aligned and detailed Annual Implementation Plans (AIP). School leaders and staff articulate a long-term focus on implementing Positive Behaviour for Learning (PBL). Student wellbeing is clearly prioritised. Staff express a willingness do what it takes to mitigate influences that may prevent students from coming to school and being ready for learning. Many students articulate how the school feels safe for them. With the key school-wide PBL practices of high expectations for student attendance and engagement embedded, school leaders recognise the next strategic planning cycle EIA may place greater emphasis on high expectations with learning success within the Australian Curriculum (AC).

**The school has adopted flexible structures, roles and responsibilities that respond to the current expertise of staff.**

Traditionally, few staff members seek a transfer out of the school. School leaders are cognisant of the importance of undertaking ongoing professional learning and developing others’ capability to drive school improvement. Additional pathways and opportunities for members of the leadership team and other staff to further build their capability as instructional leaders are being considered.





**The school has a clearly documented and comprehensive plan that details how and when all AC learning areas will be provided.**

The school's curriculum plan includes three levels of planning: whole-school curriculum plan, year level and band level plans, and unit plans. These are aligned to the AC, requirements of the Department of Education's (DoE) P-12 curriculum, assessment and reporting framework (P-12 CARF) and draw from the Curriculum into the Classroom (C2C) as a support resource. Developed collaboratively over four years with school leaders and teachers, the curriculum plan is electronically stored on the school's OneNote for ease of access. With the restructuring of multi-age classes across the school, many teachers express a desire to enhance their knowledge and practice to plan and teach using the AC in different year levels. They wish to explore ways they can improve to better address the learning needs of the full range of students, including high achieving students.

**School leaders believe that every teacher is able to teach to high standards. They are cognisant of the importance of sustaining an expert teaching team and creating opportunities to further build the knowledge and practice of teachers.**

The leadership team indicates that decisions regarding implementation of specific pedagogical practices are the result of research, networking with other schools and trialling strategies. Since the previous review, school leaders have led a collaboration to establish an agreed whole-school approach to pedagogy. The school has been influenced by John Hattie's<sup>1</sup> high impact strategies research and, more recently, the research on high impact strategies for Indigenous learners and students impacted by trauma. These, in addition to 11 other agreed practices, are recorded on the 2022 Whole School Practices placemat. Staff members describe a range of understandings, experience in, and use of practices from the placemat. School leaders recognise the need to further refine practices with agreed 'must-haves' for every classroom, in addition to processes to quality assure these are enacted in learning activities.

**High levels of collegial support and professional energy are apparent across the school. Staff have a shared and deep commitment to working as a team.**

Staff are committed to the improvement of their own skills. The school utilises staff expertise, and regional and central office personnel to deliver professional learning aligned to their school priorities and operations. Teachers newly appointed to the school express great value in the informal collegial induction/support provided. Many staff members indicate their willingness to support or step up to assist the school and/or individuals when required.

**Staff express confidence and strong support of the school leaders.**

Staff members indicate that the principal and deputy principal are seen to work as a united front, are highly visible in the school, and are 'hands on' to ensure the smooth day-to-day running of the school. They comment that school leaders model practices of *'Keeping it*

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<sup>1</sup> Hattie, J. (2011). *Visible learning for teachers: Maximizing impact on learning*. Routledge.



*R.E.A.L.* Teachers acknowledge and appreciate the level of support from school leaders to allow them to work together and learn from each other.





## 2.2 Key improvement strategies

Simplify the future EIA to focus attention on student engagement with learning in the AC while sustaining student wellbeing.

Develop instructional leadership capabilities of key staff driving the school's future EIA.

Expand teacher knowledge and practice in delivering the AC to cater for the full range of students, including high achievers.

Collaboratively further define and enact agreed high-yield pedagogical practices across the school that promote deep learning and set high expectations for every student.