

Avoca 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 **Avoca State School** from **14 to 16 November 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

Garry Lacey	Internal reviewer, SIU (review chair)
Karryn Brunetto	Peer reviewer
Dave Manttan	External reviewer

1.2 School context

Location:	Twyford St, Avoca
Education region:	North Coast Region
Year opened:	1980
Year levels:	Prep to Year 6
Enrolment:	351
Indigenous enrolment percentage:	9 per cent
Students with disability enrolment percentage:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	981
Year principal appointed:	2015
Day 8 Staffing Teacher Full-time equivalent numbers:	23.52
Significant partner schools:	Bundaberg West State School, Norville State School, Bundaberg State High School
Significant community partnerships:	Rotary Club of East Bundaberg, Korean War Veterans, Avoca Independent Grocers of Australia (IGA), Avoca Outside School Hours Care (OSHC), Avoca Little Angels Preschool and Child Care Centre, Frogtastic Educational Kindergarten and Childcare , Taribelang Elders
Significant school programs:	Read with Rigour, Creative Industries Academy, Young Scholars Program, School Spirit Group



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Special Education and Student Services (HOSESS), Head of Curriculum (HOC), master teacher, Support Teacher – Literacy and Numeracy (STLaN), Special Education Program (SEP) teachers, two intensive tuition program teachers, 15 classroom teachers, specialist teacher in music and the Arts, German language teacher, teacher-librarian, strings teacher, school chaplain, Business Manager (BM), five teacher aides, administration officer, tuckshop convenor, ancillary staff member and community volunteer, Performance Development Team, Cognitive Coaching Team, Educational Leadership Team member, 12 parents and 40 students.

Community and business groups:

- OSHC provider, Korean War Veterans' representative, Baptist Church representative, Rotary Reader program volunteer, Parents and Citizens' Association (P&C) representative and local chess club representative.

Partner schools and other educational providers:

- Director local early childhood provider, deputy principal local high school, principal local high school and principal local cluster school.

Government and departmental representatives:

- State Member for Bundaberg and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Professional Learning Booklet
Investing for Success 2018	Strategic Plan 2015-2018
School Opinion Survey	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Headline Indicators (2018 interim release)	Report Card and NAPLAN update Semester 1, 2018
School based curriculum, assessment and reporting framework	Charlotte Danielson's self-evaluation instrument



2. Executive summary

2.1 Key findings

School staff take pride in accepting, supporting and encouraging the learning, and social and emotional development of all students who come to the school.

A number of students present at the school with a range of needs including social, emotional, behavioural and learning needs. Staff members demonstrate an understanding of students' backgrounds and recognise the importance of positive and caring relationships to successful learning. Staff commit to building mutually respectful relationships with students and their families.

The principal was recognised as a state finalist in this year's Showcase Awards for Excellence in the 'Principal of the Year' category.

This recognition has come through strong principal leadership positioning the school well to achieve positive outcomes for all students. The principal's work has been ably supported by a competent team of school leaders and staff members who are dedicated to ensuring that students are growing as young people and as learners.

Curriculum planning processes in the school are collaborative with strong commitment from teachers to implementing agreed curriculum units.

Each teacher is provided with release time for two days each year that are to be committed to curriculum planning processes. Teachers report they value the time given to plan curriculum units with their colleagues and the support provided by school leaders. The school's Head of Curriculum (HOC) leads curriculum planning processes in the school and quality assures the curriculum to ensure the intended curriculum closely aligns with the enacted curriculum. Moderation processes are conducted each term to guide assignment of Levels of Achievement (LOA).

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

Strategies articulated for focus in the school's Annual Implementation Plan (AIP) include improving learning outcomes for students in numeracy, enhancing the school's model for inclusion and increasing student engagement. There is a strong level of commitment from all members of the teaching team to implementing the strategies relating to the school's Explicit Improvement Agenda (EIA). Discussions with teachers indicate they are at different stages in their knowledge and ability to implement the various elements of the EIA. Processes to closely monitor the implementation of the school's EIA in terms of consistency of teacher practice are yet to be fully implemented.



The school team is strongly committed to using reliable data on student outcomes to progress the school's improvement agenda.

School leaders work with Professional Learning Communities (PLC) to coordinate data analysis and discussion processes in five-weekly cycles. Teachers are increasingly utilising data to track student progress, inform their teaching and reflect on their practice. School expectations and processes regarding the analysis and discussion of data are paving the way for the development of a culture of self-evaluation and reflection. Deeper discussions of data, monitoring progress over time, identifying starting points for future learning and the development of robust case management processes are emerging practices at the school.

The school's EIA identifies student engagement as an area for development in 2018.

The school's Responsible Behaviour Plan for Students (RPBS) details guidelines for enacting the school's behaviour expectations of '*be safe, be kind, work hard and follow directions*'. Some staff members and students report inconsistencies in the implementation of the processes detailed in the RPBS. The principal acknowledges the need to ensure the whole-school approaches for managing student behaviour enable consistent implementation of universal strategies to support effective learning and high levels of positive behaviour.

The school's leadership team and teaching staff members express a commitment to implementing curriculum programs aligned to the Australian Curriculum (AC.)

The school has commenced a process of pre-moderation whereby the assessment task and Guides to Making Judgement (GTMJ) are unpacked and commonly agreed to. This process informs the development of anchor charts and 'know and do' tables ensuring alignment with the AC. Teachers are increasing their understanding of the value of undertaking this process to ensure they meet the expectations of the AC. The leadership team is committed to working with teachers to continue the development of anchor charts that detail the scope and sequence for learning aligned to the content descriptions and achievement standards of the AC.

A strong culture of staff collegiality and mutual trust exists throughout the school.

This is particularly apparent in the school's model of collaborative curriculum planning and the establishment of strong PLC structures. Staff members readily share practices and resources with colleagues and provide formal and informal support for each other. Levels of staff morale are predominantly high and staff members speak positively about their work in the school and the support they receive from colleagues and school leaders.

Annual performance development for staff members is embedded within the school.

The school's Professional Learning Booklet promotes 'achieving excellence through continuous improvement'. This booklet supports and records the Annual Performance Development Plan (APDP) process and allows teachers to self-evaluate their progress against the Australian Institute for Teaching and School Leadership (AITSL) standards. This four-year record includes planning templates for individual teachers to use in reaching agreement with school leaders on focus areas for professional improvement. Part of each



teacher's annual plan includes being involved in a cognitive coaching process with the support of an assigned school leader.

The school team, through leadership from the principal and Head of Special Education Services and Student Services (HOSESS), has intentionally worked to develop an inclusive culture.

Inclusion is identified as a key priority in the school's EIA with significant resources invested to support the diverse needs of students. This inclusive culture is apparent across all aspects of the school with staff members, parents and students articulating that the school's positive reputation in the broader community is enhanced as a result of planned efforts in this area.



2.2 Key improvement strategies

Work with teachers to implement the agreed, non-negotiable practices relating to the EIA, establishing what this looks like in their classrooms and monitoring the implementation of this.

Continue to build a culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time through the use of formative, diagnostic and summative data.

Ensure the whole-school approaches for managing student behaviour enable consistent implementation of agreed strategies to support effective learning and high levels of positive behaviour.

Work with teachers to develop and refine anchor charts and know and do tables that detail the scope and sequence for learning aligned to the content descriptions and achievement standards of the AC.