Agnes Water State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Agnes Water State School** from **12** to **14 June 2023.**

The report presents an evaluation of the school's performance against the 9 domains of the *National School Improvement Tool*. From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The School Performance policy and resources provide further information regarding the development of strategic and annual implementation plans.
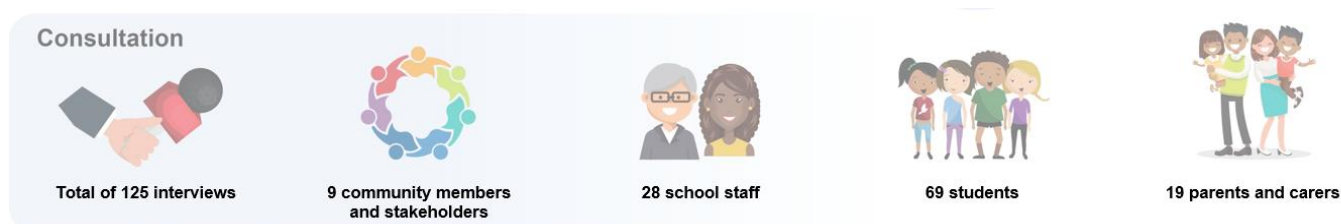
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford	Internal Reviewer, SRR (review chair)
Karen Warren	Peer Reviewer
Benjamin Turner	Peer Reviewer

1.3 Contributing stakeholders

Consultation

Total of 125 interviews   9 community members and stakeholders   28 school staff   69 students   19 parents and carers

1.4 School context

Indigenous land name:	Gooreng Gooreng We acknowledge the shared lands of the Gooreng Gooreng nation and the Gooreng Gooreng people of the Gooreng Gooreng language region.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	216
Indigenous enrolment percentage:	10.7%
Students with disability percentage:	7.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	981

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **29 April** to **1 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 981 and the school enrolment was 207 with an Indigenous enrolment of 7.2% and a student with disability enrolment of 3.9%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively work with staff using school data to confirm the sharp and narrow focus of the Explicit Improvement Agenda (EIA). (Domain 1)

- Support school staff to collaboratively use diagnostic, formative and summative data sets to know their students and to inform planning to enhance student learning outcomes. (Domain 2)

- Review the school's pedagogical framework to reflect agreed practices for teaching and learning aligned to the EIA. (Domain 8)

- Strengthen the culture of collaboration and teamwork across cohorts of teachers to identify and implement effective teaching practices in areas aligned to the EIA. (Domain 5)

- Strengthen the whole-school planning process to ensure consistency in developing curriculum units that are locally contextualised and quality assured against the achievement standards of the Australian Curriculum (AC). (Domain 6)

2. Executive summary

2.1 Key affirmations

The Smiling Mind program is highly valued by staff, parents and students.

The school is driven by a moral purpose and commitment to the wellbeing of students, staff and families. A strong belief is apparent that every student is able to achieve and learn successfully when given appropriate learning opportunities and wellbeing is prioritised. A safe and supportive learning environment is maintained through implementation of Positive Behaviour for Learning (PBL) processes which are embedded across the school. Multiple staff are members of the PBL committee, sharing roles and leadership across this program. Through this, staff and students have clear understanding of the expectations.

A strong, collegial culture is apparent amongst staff members.

Staff communicate that they feel personally and socially supported at work by each other and the leadership team. The whole-school curriculum plan is collaboratively developed. Teachers appreciate that their experience is trusted and valued. Teacher aides are highly valued by leaders and teachers. Many teacher aides provide specialised skills to support the behaviour and wellbeing of students. Teachers communicate the teaching and assistance teacher aides provide, supports student learning.

Leaders and teachers recognise that evidence-informed pedagogical practices are key to student learning.

Teachers have implemented Starrett's Clarity[1] pedagogical practices including learning walls, 'Bump it up' wall, utilising the Sharrett's 5 learning questions, case management, and the evolving practices associated with the Collaborative Assessment of Student Work (CASW). Learning walls are utilised extensively across the school and are created for a number of learning areas, including specialist lessons. Teachers articulate how the walls are co-created with student work samples and input. Students speak confidently regarding how learning walls are able to assist them in their writing.

The school is seen as a hub of the community.

Community partnerships are valued by staff, students and parents. Ways to enhance student learning and wellbeing by partnering with parents, families, other education organisations and community organisations are actively sought. A range of partnerships are established that enhance learning and wellbeing for students both before and during enrolment. Strategies are established for engaging with Early Childhood Education and Care (ECEC) service providers throughout the year. This includes transition days across 3 terms, buddy partnerships with Year 5 students, and visits by school staff to the Kindergarten.

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[1] Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading.* Corwin.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Formulate and implement a distributed leadership model, with designated roles, responsibilities, and accountabilities, to guide the implementation of key priorities.

Domain 2: Analysis and discussion of data

Develop the data literacy of leaders and teachers, with a focus on triangulating data aligned to system measures, to inform teaching and learning at a whole-school, class and student level.

Review the data plan to align with the AC at a class level, to effectively track student progress, and inform pedagogical selection during the teaching and learning cycle.

Domain 8: Effective pedagogical practices

Implement a research-informed approach for the teaching of reading within the context of the AC in the early years, to ensure a consistent approach in pedagogical instruction.

Domain 6: Systematic curriculum delivery

Collaboratively review the conventions of each assessment task, including scaffolds and supports, to ensure that students have opportunities to meet the cognitive demands of the AC.