



# School Improvement Unit Report

## **Agnes Water State School Executive Summary**

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Agnes Water State School from 15 to 17 June, 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	1 Donohue Drive, Agnes Water
<b>Education region:</b>	North Coast Region
<b>The school opened in:</b>	1990
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	242
<b>Indigenous enrolments:</b>	8.6 per cent
<b>Students with disability enrolments:</b>	2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	990
<b>Year principal appointed:</b>	2015
<b>Number of teachers:</b>	11
<b>Nearby schools:</b>	Wartburg State School, Winfield State School, Lowmead State School, Rosedale State School, Discovery Christian College
<b>Significant community partnerships:</b>	Nil
<b>Unique school programs:</b>	Environmental play, targeted literacy intervention model.



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Head of Curriculum (HOC), Master Teacher
  - 12 classroom, support and specialist teachers
  - Guidance Officer
  - Chaplain
  - Three non-teaching staff
  - Nine teacher aides
  - Three Parents and Citizens' (P&C) association executive members
  - Four parents
  - Students
  - Local high school principal
  - Local kindergarten provider

### 1.4 Review team

Michelle D'Netto	Internal reviewer, SIU (review chair)
Neil Pryor	External reviewer
Nathan Freeman	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a shared sense of vision, respect and optimism uniting the staff and the community to improve opportunities for students.

There is strong evidence that the school leadership team is building pride and community confidence in the school through the development and communication of an explicit improvement agenda focused on providing quality learning experiences and a safe environment for all students.

- The school has an extensive improvement agenda.

The school improvement agenda is extensive with some priorities articulated and enacted and others documented. Culture building, curriculum planning and behaviour management are the key improvement strategies prioritised in response to needs within the school in 2015. This agenda is clearly articulated and resourced. There is a documented improvement plan for writing for Semester 2.

This change is accepted by staff. Some staff expressed concern about the rate of change and the sustainability of the improvement agenda.

- The school is developing a comprehensive and rigorous curriculum plan.

The school has developed a planning tool with a strong focus on ensuring that curriculum planning is aligned to the Australian Curriculum. Professional dialogue during planning sessions is focused on ensuring the assessment and reporting processes are designed to clarify the identified learning intentions and to monitor and report student progress. Plans are in place to develop consistent unit plans but this is yet to be fully embedded across the school.

- There are plans to develop improved and consistent school-wide pedagogical practices.

The school leaders recognise that effective teaching is the key to successful student outcomes. They take a strong leadership role in encouraging and modelling teaching practices. The leadership team spend time working with teachers, providing feedback and modelling effective practice. Formal classroom observations occur three times a term. There is documented feedback provided to teachers. Teachers are receptive to this initiative.

The Art and Science of Teaching (ASoT) was introduced to the school in 2014. This pedagogical model is not embedded across the school.



- The implementation of Positive Behaviour for Learning (PB4L) is having the desired outcomes.

The school is developing higher expectations for student learning and behaviour as part of an improved learning culture. These higher expectations are most evident in playground behaviour, where significant reductions in serious behaviour incidents have occurred in 2015. Changes in classroom behaviour are also noted, but PB4L strategies are less embedded and consistent across classrooms.

Feedback from parents, staff and students indicate significant improvement in student behaviour in 2015. This is supported by analysis of the PB4L data for 2015.

- Community partnerships are in the early stages of being developed.

The school has developed informal partnerships with parents, other schools in the region, early childcare providers, local businesses and community organisations to enhance student learning and wellbeing.

The school focus on improving levels of communication with parents and the wider community has been well received.



## 2.2 Key improvement strategies

- Review the documented, stated and enacted improvement priorities to ensure the rate of change is sustainable, giving consideration to a four-year strategic plan.
- Establish a clearly documented whole-school plan for literacy and numeracy curriculum delivery with explicit expectations for what should be taught.
- Develop a relevant pedagogical framework and ensure its implementation across the whole school to ensure consistency of practice.
- Further develop the successful PB4L program implementation with increasing emphasis on classroom implementation of positive behaviour approaches leading to consistency across all classes.
- Document and communicate a community partnership strategy with key performance measures aligned to improved student learning and wellbeing outcomes.