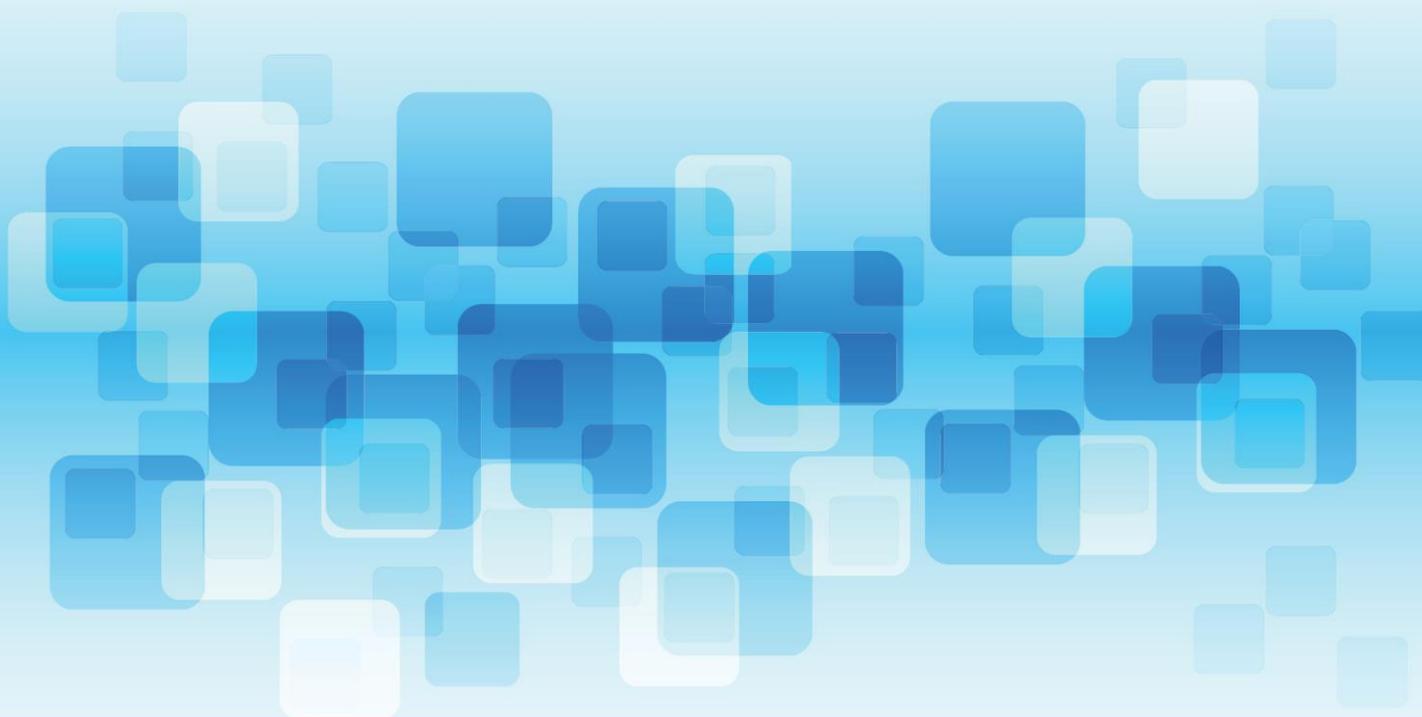




School Improvement Unit Report

Airville State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Airville State School from 16 to 17 March 2016. 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

Location:	Old Clare Road, Airville
Education region:	Northern Queensland Region
The school opened in:	1890
Year levels:	Prep to Year 6
Current school enrolment:	21
Indigenous enrolments:	19 per cent
Students with disability enrolments:	4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	973
Year principal appointed:	2004
Number of teachers:	1.94 (full-time equivalent)
Nearby schools:	Ayr State High School, Maidavale State School, Home Hill State School, Osborne State School, Ayr State School, Ayr East State School.
Significant community partnerships:	nil
Unique school programs:	nil



1.3 Review methodology

The review was conducted by a team of two 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 two days
- interviews with staff members, students, parents and community representatives, including:
 - Principal
 - Three teachers and three teacher aides
 - Support Teacher Literacy and Numeracy (STLaN)
 - Special education teacher
 - Administration officer (AO2)
 - Parents and Citizens' Association (P&C) president
 - Cleaner
 - 12 students from Prep to Year 6
 - Transition coordinator of Ayr High School, Andrea Alexis
 - Seven parents
 - Community member
 - Pastor Gavin Hendersen
 - Mr Dale Last, State Member for Burdekin,

1.4 Review team

Andrew Helton

Internal reviewer, SIU (review chair)

Melissa Bryant

Peer reviewer



2. Executive summary

2.1 Key findings

- The school promotes a strong focus on student learning.

A culture in which all students are expected to learn successfully has been created. The school provides a warm and welcoming environment. Parents and visitors report that they feel respected and valued when they enter the school.

- The physical environment of the school is attractive and engaging.

Many outdoor spaces for learning and student activities are provided. Physical spaces are used effectively to maximise student learning and are organised to cater for a range of learning scenarios. Classroom areas allow for a variety of modes of instruction including individual, small group and whole-class learning.

- The staff members believe that all students can learn effectively.

Students are supported even though they may be at different stages in their learning and progressing at different rates. The school has processes to identify and respond to student learning needs. Teaching staff meet individual's needs through provision of one-on-one support and conferencing. There is a high ratio of teachers to learners.

- Parents speak highly of the school.

Parents and teaching staff take opportunities to work together to support student learning and wellbeing. A small, supportive Parents and Citizens' Association (P&C) operate at the school and coordinate a range of fundraising activities to support the school resources.

- Staff morale is high and a strong collegial culture has been established.

It is an expectation that all teachers and teacher aides are highly committed to the continuous improvement of teaching practice. Staff members indicate that they are focused on developing knowledge and skills to improve student learning. The benefit of developing links with cluster schools to share and develop skill levels between like schools is acknowledged.

- Staff members demonstrate a high level of knowledge in major areas of the curriculum

Opportunities are provided for teaching staff to plan together. There are academically rigorous processes in place to scaffold student learning. Detailed steps within the supported programs are provided for students. The principal recognises the need to expand the moderation processes to help guide teachers in understanding the achievement levels of students.



- The school has developed a school improvement agenda

This agenda is reflected in the Annual Implementation Plan (AIP) 2016 and supporting strategic documents. The school improvement priorities are listed as reading, numeracy, systemic curriculum delivery, staff capacity building, the renewal of the pedagogical framework and writing with a particular focus on spelling. Some staff members and parents are yet to become familiar with the large range of elements in the improvement agenda.



2.2 Key improvement strategies

- Investigate opportunities to develop and embed a culture of collaboration and teamwork across the cluster to share teaching practice and assist leadership development.
- Develop networking opportunities to visit other like schools to collaborate and further enhance the range of teaching practices for all staff members.
- Design, document and implement a moderation strategy that includes multiple opportunities to conduct a purposeful moderation program in partnership with nearby schools.
- Narrow the focus of the school improvement agenda to a manageable number of key priorities.