

# Airville State School

## Executive Summary





## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Airville State School** from **20 to 21 August 2020**.

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 Lead Principal 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

Christine Dolley

Internal reviewer, EIB (review chair)

Emma McBain

Peer reviewer



## 1.2 School context

<b>Location:</b>	Old Clare Road, Airville	
<b>Education region:</b>	North Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	5	
<b>Indigenous enrolment percentage:</b>	40 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	nil
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	nil
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	891	
<b>Year principal appointed:</b>	2004	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), guidance officer, three teachers, three teacher aides, Business Manager (BM), four parents, five students and cleaner.

Community and business groups:

- Burdekin Swim School representative.

Partner schools and other educational providers:

- Deputy principal Ayr State High School and principal Clare State School.

Government and departmental representatives:

- State Member for Burdekin and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	2020 School Priorities
Investing for Success 2020	Strategic Plan 2016-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional Development Plan 2020	Whole School Curriculum Plan
Staff roles and responsibilities	School differentiation model
School pedagogical framework	Professional development plans
School Opinion Survey 2019	School newsletters and website
School assessment, reporting, moderation schedule	Airville Code of Behaviour



## 2. Executive summary

### 2.1 Key findings

**The tone of the school supports a strong commitment to successful learning for every student, every day.**

High levels of trust are apparent across the school community. Positive and caring relationships exist between staff members. The broader community holds the school in high regard and students, and parents express that they value the interest that teachers take in students' learning. All community members speak highly of the school's efforts to meet individual student needs. An expectation exists that every student is capable of learning and will achieve positive academic outcomes across all learning areas.

**A genuinely supportive and collegial environment is apparent.**

Staff members are valued for the contribution they make towards student learning at the school. Staff strengths and talents are acknowledged and form the foundation for decisions regarding curriculum delivery and learning area responsibilities. Staff express appreciation for the mentoring and point-in-time feedback provided by the principal to support meeting the expectations for teaching and learning, in conjunction with improving student engagement.

**Student engagement in learning activities is maximised through the contextualisation of Curriculum into the Classroom (C2C) 'straight' year level unit plans to link with local and relevant interests.**

A whole-school curriculum plan that outlines how the school addresses curriculum delivery from Prep to Year 6 has recently been revised with input from teaching staff. This document outlines what teachers should teach during the current year with some learning/subject areas mapped for the next year. The plan aims to ensure that all students are exposed to each of the required elements of the Australian Curriculum (AC) using a learning area approach for reporting. The expressed intent is to enhance collaborative curriculum planning to build staff understanding and capability, ensuring curriculum units reflect the rigour and intent of the AC.

**The principal actively engages in the local cluster sharing best practice.**

Collegial support is provided, particularly for new acting principals in the area. The school has plans to expand collaboration and networking opportunities for all teachers through formalised external collaborative moderation processes and practices beyond the learning area of English. All teaching staff actively seek and engage in informal internal moderation processes across a range of learning areas. Staff speak positively regarding the moderation opportunities after assessments have been completed, and are keen to formalise and expand this process.





**The principal articulates that everyone is valued for the contribution they make through teaching, learning, wellbeing and open and transparent communication.**

Collaborative decision making by staff drives improvement strategies, effective data analysis, successful outcomes and shared responsibilities. Informal modelling, coaching, observation and feedback occurs frequently, led by the principal and is appreciated by teachers and teacher aides. Daily check-ins are additionally appreciated to monitor and encourage wellbeing, collaboration, suggestions for improvement and open, reciprocal communication. The principal indicates the intent to enhance practices for the collaborative development of documented processes to build teacher capability and sharing of practice through regular observation and feedback, aligned with the Explicit Improvement Agenda (EIA).

**Staff members articulate school-wide data analysis and discussion of data as a priority for improvement in student outcomes.**

The principal reports increasing confidence and familiarity with the use of OneSchool to store information regarding behaviour, support, intervention, personal learning plans, Individual Curriculum Plans (ICP), specialist information, parent contact, and absences. The Support Teacher Literacy and Numeracy (STLaN) and the guidance officer are acknowledged by the principal for the assistance provided in the upskilling of staff members in the effective use of OneSchool for data storage. The principal articulates the intent to collaboratively develop strategies to allocate additional time to upskill staff in more extensive use of OneSchool as a data storage reference resource.

**Classrooms are attractive and stimulating, and project an expectation of success in learning.**

Dedicated learning spaces support curriculum delivery, incorporating learning walls based on learning area and year level, collaboratively developed exemplars, student photos demonstrating tasks, and appropriate word walls. Learning area resources are stored conveniently, allowing easy access as required during learning activities. Classrooms display student work from current units of work and students demonstrate great pride in their achievements.

**Students articulate growth throughout their learning and are encouraged to be owners of their learning.**

Learning is made visible through the use of learning walls, word walls, exemplars of work and working copies of the Guide to Making Judgements (GTMJ). Students are encouraged and supported to be owners of their learning through the explicit teaching of cognitive and metacognitive strategies including planning, monitoring and evaluating their own learning based on task criteria and GTMJ. Students interviewed are able to clearly articulate their learning and their next steps for improving their work based on the GTMJ developed through a process of collaborative and individual reflections.



## 2.2 Key improvement strategies

Enhance collaborative curriculum planning to build staff understanding and capability, ensuring curriculum units reflect the rigour and intent of the AC.

Facilitate opportunities for teacher engagement in cluster-based before, after, after, end moderation in learning areas beyond English.

Enhance practices for the collaborative development of documented processes to build teacher capability and sharing of practice through regular coaching, modelling, observation and feedback aligned with the EIA.

Collaboratively develop strategies to allocate additional time to upskill staff in the more extensive use of OneSchool as a data storage reference resource.