

# Abergowrie 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 Education Improvement Branch (EIB) at **Abergowrie State School** from **7 to 8 June 2021**.

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

Scott Curtis

Internal reviewer, EIB (review chair)

Heather Castle

Peer reviewer



## 1.2 School context

<b>Location:</b>	Venables Road, Abergowrie	
<b>Education region:</b>	North Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	13	
<b>Indigenous enrolment percentage:</b>	nil	
<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>	n/a	
<b>Year principal appointed:</b>	2016	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, guidance officer, two teacher aides, Support Teacher Literacy and Numeracy (STLaN), small schools Business Manager (BM), four parents and 13 students.

Community and business groups:

- Queensland Police Liaison Officer (PLO) for Ingham, Warrgamay Elder and four playgroup parents.

Partner schools and other educational providers:

- Deputy principal Ingham State High School, principal Macknade State School, principal Mount Fox State School and principal St Teresa's College.

Government and departmental representatives:

- Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School newsletters and website
Investing for Success 2021	Strategic Plan 2018–2021
Student Code of Conduct	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
School pedagogical framework	School Opinion Survey
School based curriculum and reporting plan	Parent and Community Engagement framework
Whole School professional development plan	Headline Indicators (October 2020 release)



## 2. Executive summary

### 2.1 Key findings

#### **Staff members are united and committed to improving learning and wellbeing for all students.**

A key feature of the school ethos is the use of student-centred approaches within flexible learning environments. Student personalised plans are a prominent and ongoing feature of discussions assisting all students. Staff, parents and students detail their appreciation of the ongoing development of school facilities and learning spaces to support learning interactions centred upon the needs of the student.

#### **School staff undertake an inquiry process as a systematic way to support priorities.**

The inquiry planner for reading is enacted with writing now commencing. The writing planner outlines the use of systemic diagnostic, school-based formative and summative data sets supporting its establishment. A range of actions is detailed with indicators and measures specified. Staff outline a range of professional learning opportunities undertaken to support this priority.

#### **Teacher aides are viewed as integral to the teaching and learning process.**

Teacher aides are valued across the school and are viewed as integral partners in supporting teachers and students. Teacher aides speak positively of catering for the needs of all students. All staff identify teacher aides as paraprofessionals, and that they contribute significantly to the student-centred approach within the learning environment.

#### **Strong working relationships are recognised by members of the cluster.**

The principal works closely with other small school principals, identifying the benefits of working together. The principal, in conjunction with the principal of Macknade State School, is leading the moderation process in the cluster. The principal is well regarded as a member of the cluster. Local principals and the Lead Principal express a willingness to explore opportunities to further engage in co-planning, resource sharing, collegial observation and feedback, and moderation processes amongst the cluster of small schools.

#### **The school looks to invest in a range of Information and Communication Technologies (ICT).**

Access to digital technologies is an ongoing focus at the school, particularly in response to student enrolment growth. Currently a small number of iPads are available for student use. These are identified as reaching their end life. Staff identify a desire to continue to grow and expand the use of digital devices integrated across multiple curriculum learning areas. Teacher capability to use digital devices and pedagogies to support the delivery of the AC is developing.



**Staff members encourage students to be assessment-literate learners.**

Through a focus on understanding the Guide to Making Judgements (GTMJ) aligned to their written assessments, students utilise a checklist system that assists in the identification of capability and helps them with their next step opportunities. Staff detail an explicit approach to teaching cognitive verbs to students that supports this process. The principal affirms the need to continue supporting students to grow as assessment-literate learners and is considering how student feedback to teachers may further deepen this approach.

**School pedagogies detail strategies and expectations to deliver the curriculum.**

Pedagogies identified draw from the research based on high-yield teaching practices of the Dimensions of Teaching and Learning (DoTL), the Gradual Release of Responsibility (GRR) model and Age-appropriate pedagogies (AAP). The school is working with the North Queensland Regional Early Childhood Education team to develop a State Delivered Kindergarten (SDK) program for 2022. The principal and staff indicate that Professional Development (PD) focused on AAP and the Early Years Learning Framework (EYLF) is an emerging priority.

**The principal recognises the importance of developing strong partnerships.**

The school has worked with local Warrgamay Indigenous leaders to create a Yarning Circle in the school grounds. Future plans are emerging to develop an Indigenous food and medicine garden. The current school gardens are used by students for cooking and selling to local community members. The school has worked with OzHarvest to deepen student understanding of food waste and reuse.

**A case management approach is undertaken within the school to support students.**

All staff participate in examining the achievement standard and behaviour of a chosen student. Strategies are developed and enacted over a four-week cycle. A review is incorporated into discussions at a later date before moving to the next student.

**Parents view the school as supporting the learning and social needs of all students.**

Parents identify the leadership of the principal, the openness and approachability of all staff, and quality teaching as their reasons for their strong support of the school. Parents articulate the personalised approach to teaching for their child, together with the use of multiple learning environments and opportunities as key aspects of the school.



## 2.2 Key improvement strategies

Investigate and embed opportunities for cluster teachers to co-plan, share resources, undertake unit reflections and moderate units of work.

Deepen staff knowledge of the digital pedagogies to further integrate ICTs into the curriculum.

Explore enhanced opportunities for students to be assessment-literate learners, including the opportunity that supports the provision of student feedback to staff.

Enhance professional learning for staff regarding appropriate pedagogies and frameworks to support the introduction of Kindergarten.