

# Anakie 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 **Anakie State School** from **23 to 24 July 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 Assistant Regional Director (ARD) 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

Sandra Perrett

Internal reviewer, EIB (review chair)

Vivienne Simpson

Peer reviewer



## 1.2 School context

<b>Location:</b>	Cook Street, The Gemfields	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	57	
<b>Indigenous enrolment percentage:</b>	22 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	5 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	18.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	891	
<b>Year principal appointed:</b>	Term 4, 2018	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, guidance officer, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), three teacher aides, eKindy aide, chaplain, 22 students and nine parents.

Community and business groups:

- President and secretary of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principal of Emerald State High School.

Government and departmental representatives:

- Police officer Anakie Police Station, State Member for Gregory and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2020	Student services handbook
School pedagogical framework	Reporting policy
Inquiry Planner 2020	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Assessment, monitoring, intervention and extension framework
Professional development plans	

## 2. Executive summary

### 2.1 Key findings

#### **The school has an explicit, sequenced plan for curriculum delivery.**

The school's Prep to Year 6 Curriculum, Assessment and Reporting Framework (P-6 CARF) includes the whole-school overview for all learning areas, information regarding moderation and an overview of the year level planning based on a two-year cycle. The principal is supporting teachers to develop the year level planning documents and unit plans for each learning area. The principal identifies the importance of finalising the school's P-6 CARF and achieving full implementation of the AC.

#### **The principal and staff members have commenced implementing Positive Behaviour for Learning (PBL) practices across the school.**

A PBL committee is formed and members have participated in regional training. Displays providing information in relation to PBL are up-to-date and support engagement by all staff members. As part of the introduction of PBL, students were invited to create characters, 'Safe Simon', 'Responsible Ranger' and 'Respectful Ruby', to represent the three values. Characters were selected, with one coming from each class group. Staff members continue to revisit the school PBL expectations and lessons are devised for each particular rule and presented to students.

#### **The principal has included staff wellbeing within the Annual Implementation Plan (AIP) for 2020.**

A wellbeing committee has been formulated and staff members are working together to enhance overall wellbeing of staff members. Some staff members indicate that morale is high and advise that staff members are 'like one big family'. Some staff members express the belief that staff morale requires improvement. The principal and some staff members indicate continued work in this area is required.

#### **Teachers articulate that the unit planning process and planning days are further strengthening their knowledge of the Australian Curriculum (AC).**

Teaching staff members express appreciation for the opportunity to participate in planning days. Unit plans are developed before and during the teaching of the unit and include a range of information to support teaching and assessing the AC. Teacher knowledge of the AC varies across the school, with some teachers recognising the need to enhance their knowledge.

#### **The principal articulates that the use of research-based pedagogical practices is a key element in improving student outcomes.**

The principal and teachers are beginning to engage in professional discussions regarding current research-based effective teaching strategies. A range of pedagogical practices is currently used throughout the school. Some teachers are beginning to experiment with different research-based teaching strategies, including Sharratt's 'Bump it up' walls and





learning walls. The principal identifies the importance of working with teachers to trial a range of high-yield teaching strategies, leading to a collective understanding and collaboratively developed set of agreed teaching strategies.

**The principal understands the importance of collecting, analysing and responding to data in relation to student outcomes.**

The principal articulates the expectation that teachers use only summative assessment tasks to assign Levels of Achievement (LOA) for each learning area. Some teachers plan for the use of pre-test data to identify starting points for teaching and learning. At the time of the review, it is a school expectation for teachers to collect PM Benchmark reading levels. This information is utilised to place students into reading groups. Teachers' data literacy and their ability to analyse data to inform effective teaching and learning are yet to be fully developed.

**The principal articulates the importance of ensuring that teachers identify and address the learning needs of students.**

Teachers and teacher aides identify the importance of students continuing to make progress in their learning. Differentiation is predominantly structural, through the use of group rotations. Teacher knowledge of evidence-based, quality differentiation processes is yet to be developed. Documented differentiation strategies are yet to reflect a deep understanding of inclusion. Teacher knowledge of inclusion varies across the school.

**Staff members speak proudly of the recently established eKindy.**

The program operates a 'one-day a week' program twice a week, with eight kindergarten-aged children attending. The eKindy pod is overseen by a teacher from the Capricornia School of Distance Education (SDE) and facilitated by a teacher aide. The Prep teacher and principal identify that the access to kindergarten provides a great start to learning and the children who have engaged in this program are better equipped for Prep.

**The Parents and Citizens' Association (P&C) works closely with the school to enhance the opportunities and experiences provided to students.**

The P&C identifies that the focus of their work is to enable all students to participate in excursions, including making a contribution of \$10 000 towards the biennial Years 5 and 6 camp to Canberra. The main P&C fundraiser is the barbecue and silent auction at the annual Gemfest. Members of the P&C express appreciation of the support provided by the local businesses and gem mines for their donations to the auction.



## 2.2 Key improvement strategies

Build staff member understanding of staff culture and wellbeing, including establishing a collaborative responsibility for improving staff wellbeing.

Deepen teacher knowledge of the AC, including learning areas, cross-curriculum priorities and the general capabilities.

Collaboratively develop a set of agreed teaching strategies, building a collective understanding of effective implementation through research, planned trials, observation and feedback.

Develop teachers' data literacy and their ability to analyse data to inform effective teaching and learning.

Build teacher knowledge of evidence-based, quality differentiation and inclusion, ensuring it is reflected in practice.