



School Improvement Unit Report

Anakie State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Anakie State School from 25 to 26 February 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:	Cook Street, Anakie
Education region:	Central Queensland Region
The school opened in:	1885
Year levels:	Prep to Year 6
Current school enrolment:	85
Indigenous enrolments:	10 per cent
Students with disability enrolments:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	922
Year principal appointed:	July 2015
Number of teachers:	6 (full-time equivalent)
Nearby schools:	Emerald State School, Emerald North State School, Denison State School
Significant community partnerships:	BUSHkids, Cattle Club, Gemfest
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, students, parents and community representatives, including:
 - Principal
 - Five teachers
 - Two teacher aides
 - 68 students
 - Nine parents
 - Parents and Citizens' Association (P&C) president
 - School chaplain

1.4 Review team

Lesley Vogan

Internal reviewer, SIU (review chair)

Richard Nash

Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- All school staff are committed to the improvement of learning outcomes for students.

The school is refining the Explicit School Improvement Agenda (EIA) 2016. This document will align with the school's Annual Implementation Plan 2016 and will focus on reading. Associated targets and timelines will be included in the plan.

- The school promotes and maintains an environment reflective of its belief that every student is capable of successful learning.

Staff members and parents express a strong desire to situate the school as the community hub, build and communicate a positive school profile and celebrate successes in the wider community.

- The principal places a priority on retaining and developing capable teachers.

The principal strongly advocates for the school and staff members and works with local and cluster schools and regional office to ensure equitable conditions and resources for staff and students.

- The school has a whole-school curriculum plan that forms the basis for discussion, collaboration and overall program direction.

Principal and staff members express the necessity to review the current plan to ensure greater coherence and explicitness in the delivery of curriculum at the school.

- The school has a professional learning plan and associated budget to support local and, where appropriate, system priorities.

Targeted feedback provided by peers and the principal and teachers observing each other's practice is yet to be fully developed.

- The school has developed a research-based pedagogical framework based on Explicit Instruction and various elements of the framework are visible in all teaching spaces.

Students articulate they are engaged, challenged, feel safe to take risks and are supported to learn. Students indicate that feedback is appropriate to their needs.



2.2 Key improvement strategies

- Collaboratively refine the EIA with associated timelines and targets and ensure it is widely disseminated throughout the school community.
- Develop strong regional networks to ensure a forum for staff wellbeing and training and school resourcing.
- Collaboratively review the school's pedagogical framework to ensure a common understanding of a range of appropriate pedagogies.
- Collaboratively develop and implement a framework of instructional leadership to progress a culture of feedback and reflective practice across the school.
- Collaboratively review the school assessment framework to ensure data sets provide the information necessary to inform teaching programs.
- Develop whole-of-school practices to track and provide vertical alignment of the curriculum. Refine process to quality assure the alignment between the curriculum plan, term overviews, unit plans and the Australian Curriculum (AC).
- Promote the school, its programs and achievements to the wider community within, and beyond, Anakie.