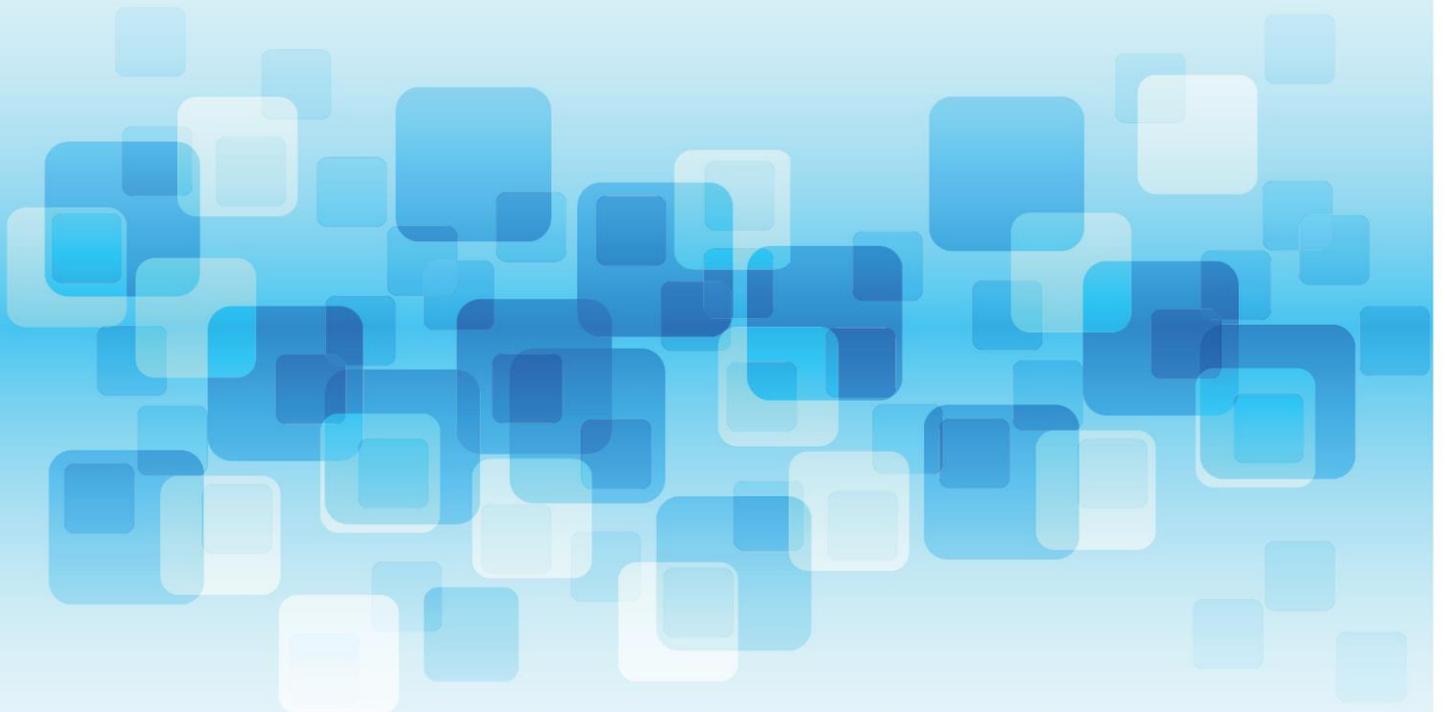




School Improvement Unit Report

Augathella State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Augathella State School from 24 to 25 May 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:	Cavanagh Street, Augathella
Education region:	Darling Downs South West region
The school opened in:	1882
Year levels:	Prep to Year 6 with pilot Kindy program
Current school enrolment:	55
Indigenous enrolments:	13 per cent
Students with disability enrolments:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	950
Year principal appointed:	2015
Number of teachers:	3 (full-time equivalent)
Nearby schools:	Charleville State School, Charleville State High School
Significant community partnerships:	Charleville Schools' Cluster
Significant school programs:	Rural and Remote Kindy pilot program, Adopt-A-Cop program



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
 - Two teachers
 - Guidance officer
 - Cluster Head of Special Education Services (HOSES)
 - Cluster Head of Curriculum (HOC)
 - Administration officer
 - Three teacher aides
 - Cleaner
 - 30 students
 - Parents and Citizens' Association (P&C) executive
 - Eight parents
 - Principal of local state high school
 - Murweh Shire Council – economic development officer

1.4 Review team

Judy Dale	Internal reviewer, SIU (review chair)
Tammy Swane	Internal reviewer, SIU



2. Executive summary

2.1 Key findings

- The positive and calm tone of the school reflects a school-wide commitment to purposeful, successful learning.

Positive Behaviour for Learning (PB4L) is embedded across the school to support students' learning, wellbeing and behaviour. The school's rules – *'Be respectful'*, *'Be safe'* and *'Be a learner'* – form the basis for student behaviour expectations. The school has consistent school-wide systems in managing and rewarding student behaviour. Parents, staff members and students speak of the positive relationships across the school and the effort staff put into supporting students and their learning.

- The school expects all students to learn successfully and has high expectations for student attendance, engagement and outcomes.

Efforts are made to understand students' current achievement levels and to identify areas for individual student and school improvement through the collection and analysis of a range of data.

- The school applies its resources in a targeted manner to meet the learning and wellbeing needs of students.

School facilities and grounds are well maintained and are presented in a manner that reflects well on the school. Physical spaces, learning resources and digital devices are used to engage students in learning. The school provides targeted learning programs to support student learning in literacy and numeracy. The school's Kindy program is valued by families.

- The school team is united in their commitment to every student's success and to continuous school improvement.

The school has a broad improvement agenda. Writing, numeracy, Explicit Instruction (EI) and positive partnerships are identified as priorities in the school's 2016 improvement agenda. Explicit action plans with achievable, measurable targets and timelines in the priority areas are yet to be fully developed.

- The school has developed reading and pedagogical frameworks based on contemporary research on effective teaching practices.

The school has adopted the *Seven Steps to Writing* as a strategy to improve student outcomes in the priority area of writing. The school is yet to develop a writing framework to support the improvement agenda in writing. There is an opportunity to review the pedagogical framework to determine the signature practices to be used to scaffold teaching and learning in priority areas.



- The school has procedures developed to encourage shared school-wide responsibility for student learning and success and to develop a culture of continuous professional improvement.

The school has a documented Professional Development Plan (PDP). School leaders actively work alongside teachers and teaching staff work together using an observation, feedback and self-reflection model to promote a range of evidence-based strategies. There is an opportunity to closely align this observation and feedback model to the school's pedagogical framework and improvement agenda.

- A documented curriculum framework that outlines the arrangement of units of work using Curriculum into the Classroom (C2C) resource materials to reflect the multi-age nature of the school.

Teaching staff are responsible for delivering the curriculum across all subject areas with the exception of Language other than English (LOTE) - Japanese which is delivered through the Charleville School of Distance Education. Assessment processes are aligned with the curriculum. Teachers are encouraged to 'front end' assessment tasks with students to build a shared understanding of achievement standards and provide a basis for high expectations and explicit feedback. The way in which this is occurring in all classrooms is as yet inconsistent.

- A high priority is placed on catering for the diverse needs of students within the school community.

The school has implemented the weekly setting of individual student goals in literacy and numeracy. Students demonstrate some understanding of their personal goals. There is an opportunity to strengthen feedback processes to better inform the setting and achievement of learning goals.

- The school makes deliberate and strategic use of partnerships with families, local businesses and community organisations to enhance student learning and wellbeing.

Parents, staff members and students show a commendable pride in their school and view it as central to community life. The school has established a number of positive partnerships with cluster schools to support professional networking and enhance learning opportunities for students.



2.2 Key improvement strategies

- Refine the current improvement agenda to identify a sharp, narrow and deep focus supported by a clearly articulated explicit action plan with achievable, measurable targets and timelines.
- Develop a writing framework to provide clear guidance and consistency of practice for teachers, teacher aides and the school community.
- Align the school's observation and feedback processes with the school's pedagogical framework and improvement agenda to further develop teacher and teacher aide knowledge and skills.
- Strengthen assessment practices to establish high expectations for student achievement. Build a shared understanding of achievement standards and provide a basis for explicit feedback.
- Develop a school-wide systematic approach to providing student feedback and work with students to help them understand, articulate and make a plan to achieve their learning goals.