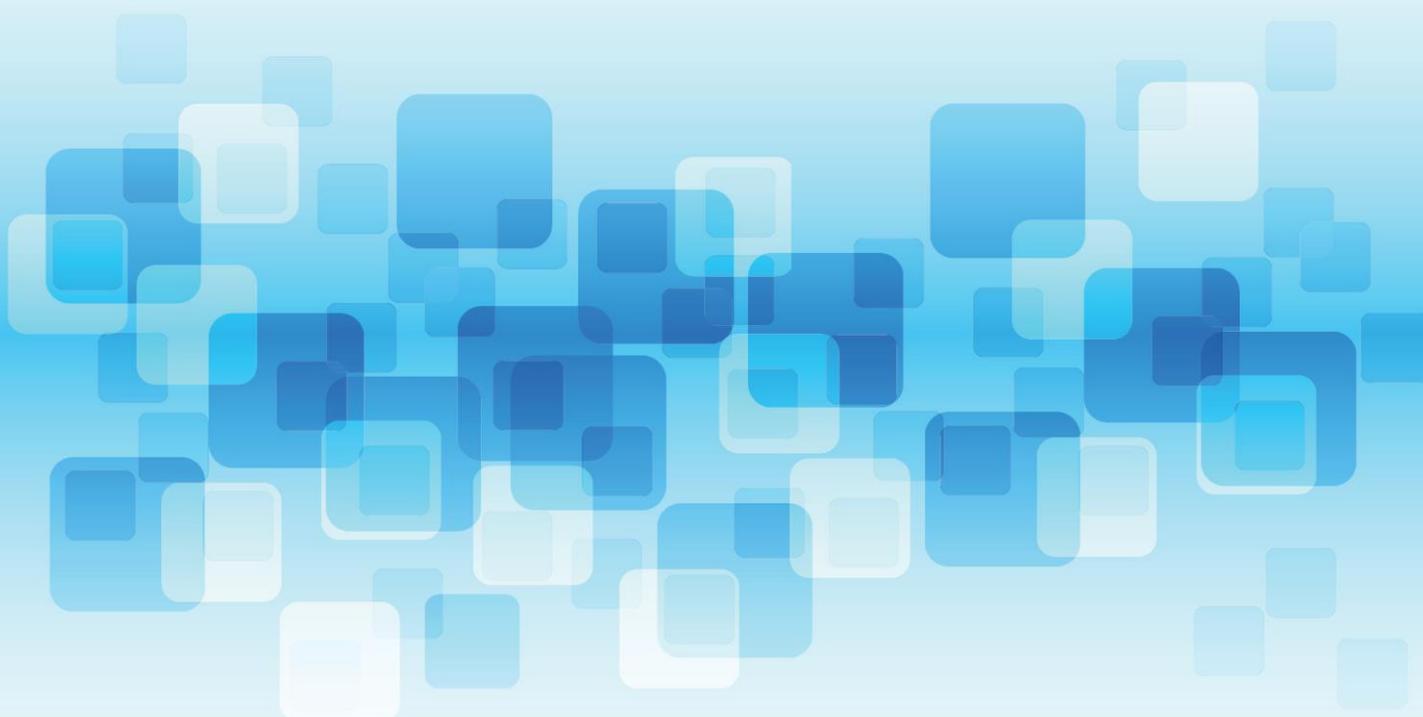




School Improvement Unit Report

Ayr State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Ayr State High School from 19 to 21 August 2015. 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:	Corner of Edwards and Wickham Streets, Ayr
Education region:	North Queensland
The school opened in:	1937
Year levels:	Year 7 to Year 12
Current school enrolment:	570
Indigenous enrolments:	17 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	929
Year principal appointed:	2012
Number of teachers:	48
Nearby schools:	Ayr State School, East Ayr State School, Airville State School, Kalamia State School, Giru State School, Clare State School, Millaroo State School, Jarvisfield State School, Maidavale State School, Brandon State School
Significant community partnerships:	Wilmar Sugar Australia LTD
Unique school programs:	



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two deputy principals
 - Six Heads of Department (HODs)
 - 22 teachers
 - Business Services Manager (BSM)
 - Seven non-teaching staff
 - Parents and Citizens' Association (P&C) president
 - Seven parents
 - Primary school principal
 - Five community members
 - More than 60 students

1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Jim Baker	Internal reviewer, SIU
Mel Phillips	External reviewer

1.5 Reading the report

The executive summary outlines key findings from the review. The key improvement strategies prioritise future direction for improvement. The executive summary should be read along with the findings and improvement strategies outlined in the nine domains which provide a strategic view for improvement.



2. Executive summary

2.1 Key findings

- The school has established an explicit improvement agenda, which is aimed at improving learning outcomes for all students in the school.

The school leadership team has identified four broad key priorities for 2015 as the basis of the school's improvement agenda. The regionally-developed Quality Teaching and Learning Framework has been adopted as the basis of the school's 2015 improvement agenda and is in the early stages of implementation.

- Individual faculties have developed curriculum plans that describe expectations for teaching, learning and assessment within the faculty.

Significant work has commenced in the junior school to unpack and rewrite the curriculum to ensure there is clarity of what is being taught, how it is being taught and assessed and there is comparable interpretation of standards. At this time however, there is no coherent sequenced whole-school curriculum plan for curriculum delivery and assessment.

- School leaders and staff recognise that differentiation is a priority in improving student outcomes and a range of data is used to inform decisions about content, delivery and assessment.

A range of differentiation strategies is evident but these are mainly structured ability groupings, additional scaffolding and individual support for students. There is little evidence of targeted differentiation to stretch and challenge more academically able students.

- Policies and programs that promote positive behaviour and minimise disruption are documented and available to staff.

The school has a clear documented process for managing student behaviour, designed to contribute to a safe supportive learning environment. Students and staff articulate that the majority of students are well behaved however there is a perception of a lack of consistency in terms of how the process is followed.

- There is evidence that the principal and other school leaders view timely and reliable data as essential to the school's explicit improvement agenda.

A clearly documented school data plan outlines expectations for how data is to be used in the school. There is an expectation that teachers use data to better know and understand their learners. Teachers interviewed referred to the use of the OneSchool class dashboard, academic achievement ladders and data walls to track student progress. The use of data by teachers to reflect on their individual practice and to self-evaluate teaching quality is not applied widely or consistently.



- The school has a professional learning plan that is aligned with school priorities and the pedagogical framework.

School-wide implementation of this learning plan is inconsistent despite whole-school professional development sessions during the year. There is little evidence of instructional leadership to drive and support the implementation of this key agenda.



2.2 Key improvement strategies

- Refine the explicit improvement agenda to provide a narrow, sharp and deep focus on key improvements. Develop and rigorously action clear targets and timelines to drive and quality assure the work of leaders and teachers. Communicate with and engage staff, parents and students in the explicit improvement agenda.
- Collaboratively develop a coherent, sequenced whole-school curriculum plan using the recently adopted curriculum unpacking process. Allocate specific and shared leadership responsibility for the implementation and quality assurance of the process.
- Develop a whole-school approach to differentiation, including detailed classroom strategies, to be implemented along with other aspects of the school-wide pedagogical framework and the curriculum planning phase.
- Implement a school-wide system for behaviour that enables the development of quality behaviour, with every staff member at every level assuming personal responsibility for its supported, consistent operation.
- Further develop and quality assure the capacity of all teachers in the use of data to inform teacher planning, to better address the learning needs of individual students and reflect on the effectiveness of individual practice.
- Document, implement and quality assure processes for the development of all staff as expert teachers with a particular focus on instructional leadership.