

Ayr State High School

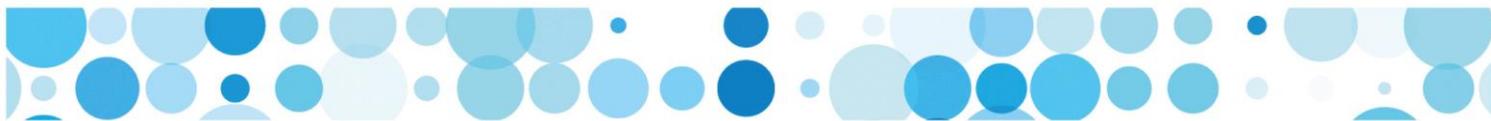
Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Ayr State High School** from **30 April** to **2 May 2019**.

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.

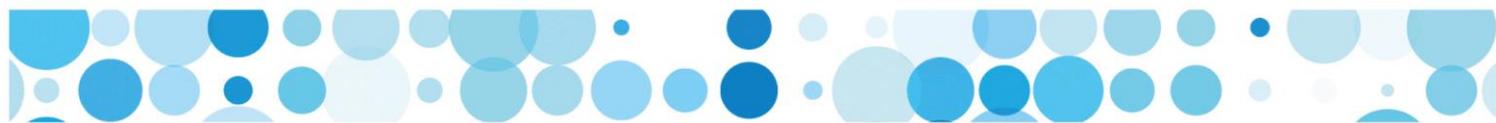
Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Peter Grant	Internal reviewer, SIU (review chair)
Matthew Horton	Peer reviewer
Bert Barbe	External reviewer



1.2 School context

Location:	Corner of Edwards and Wickham Streets, Ayr
Education region:	North Queensland Region
Year opened:	1937
Year levels:	Year 7 to Year 12
Enrolment:	446
Indigenous enrolment percentage:	18 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	914
Year principal appointed:	2012
Day 8 staffing teacher full-time equivalent (FTE):	36.79
Significant partner schools:	East Ayr State School, Ayr State School
Significant community partnerships:	Wilmar Sugar Australia Limited, Rotary Club of Ayr, Evolution Mining, Burdekin Singers & Theatre Company Inc.
Significant school programs:	Academic scholarship program, reading intervention program, numeracy intervention program, Queensland Minerals and Energy Academy (QMEA) program, Achieving Results Through Indigenous Education (ARTIE) Academy, Rostrum Voice of Youth, wellbeing program, Positive Behaviour for Learning (PBL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, four Heads of Departments (HOD), two Heads of Special Education Services (HOSES), guidance officer, 28 teachers, eight teacher aides, four administration officers, five cleaners, 48 students, Youth Support Coordinator (YSC), School-Based Youth Health Nurse (SBYHN), chaplain, behaviour support teacher, and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Representatives from Evolution Mining, Fahey and Walsh Accountants and Rotary Club of Ayr.

Partner schools and other educational providers:

- Principal Ayr State School and principal Ayr East State School.

Government and departmental representatives:

- Mayor of Burdekin Shire Council, State Member for Burdekin and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School Curriculum Plan	School Opinion Survey
School pedagogical framework 2019	School newsletters, website, social media
School data plan	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting documents	Positive Behaviour for Learning Framework



2. Executive summary

2.1 Key findings

There is a deep belief that that every student is capable of successful learning.

School leaders and staff articulate and demonstrate an understanding that success looks different for each individual. The principal and staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning. The school's purpose statement, '*SUCCESS: Every student, Every day*', drives the daily business and decision making in the school.

School leaders and staff members actively work to build partnerships with students, parents and the community.

Students speak highly of the teachers and the level of support provided across the school. The school has worked to build mutually respectful relationships across the school community. Interactions between staff members, students and parents are predominantly polite.

An Explicit Improvement Agenda (EIA) is established and documented with clear alignment to the 2016–2019 strategic plan.

The 2019 EIA identifies three strategic priorities of 'Engagement, Learning and Leadership'. Most staff members articulate knowledge of the EIA and associated targets. Timelines relating to the enactment of strategies and achievement of targets are yet to be included in the EIA. Staff member clarity and understanding regarding the full expectations of the EIA, its rationale and associated actions are yet to be fully developed.

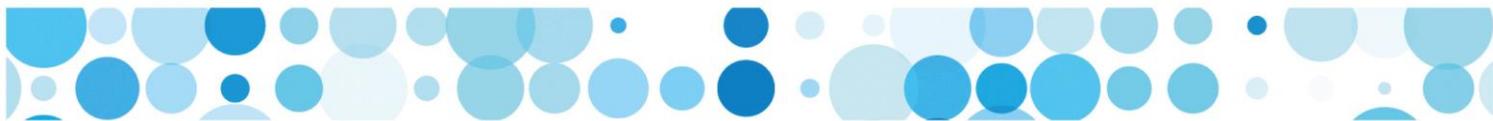
The school has created a coaching and mentoring guide that clearly outlines the purpose of this process.

The guide includes expectations of members of the Senior Leadership Team (SLT) to conduct walkthroughs and coaching cycles in addition to the expected protocols to be followed when visiting classrooms. The school's documented coaching and mentoring process is yet to be consistently implemented and resourced.

School leaders articulate the belief that highly effective research-based teaching strategies are the key to improved student learning outcomes.

School leaders have recently engaged with the Martin Skelton¹ 'Looking for Learning' approach. It is envisaged the adoption of Looking for Learning will prompt a review of the current pedagogical framework to clarify and document how this approach links with and value adds to the existing whole-school teaching practices.

¹ Skelton, M. (2009). Historical vignettes: 25 years of Fieldwork Education. *International Schools Journal*, 29(1), 86-90.



The school has a Responsible Behaviour Plan for Students (RBPS) that clearly documents expectations relating to behaviour and engagement.

The plan includes expected strategies for staff members to implement to recognise and reinforce positive student behaviours on an ongoing basis. Most students and teachers indicate that the manner in which teachers implement the expectations of the RBPS and the Positive Behaviour for Learning (PBL) framework including responses to positive and inappropriate behaviours varies across classrooms.

Parents indicate high levels of satisfaction with the education their child receives and the range of learning opportunities provided to them.

They recognise and express that there have been substantial levels of improvement across many areas of the school in recent years. Parents and community members indicate they feel valued, supported and welcomed as partners in improving student learning and wellbeing. Parents articulate the individual support that their child receives results in positive outcomes for their child.



2.2 Key improvement strategies

Collaboratively develop, document and communicate widely to parents, staff, students and the wider community a precise EIA including agreed strategies and timelines for implementation and explicit and measurable targets for improvement.

Collaboratively review and implement a collegial engagement framework that includes formal observation, coaching and feedback processes.

Collaboratively review the pedagogical framework including exploration of other research-based approaches to strengthen current agreed high-yield teaching practices.

Collaboratively review the whole-school approach for managing student behaviour to enable consistent implementation of agreed strategies to further enhance the school's safe, supportive and disciplined learning environment.