

Ayr State High School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Ayr State High School** from **3 October** to **6 October, 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

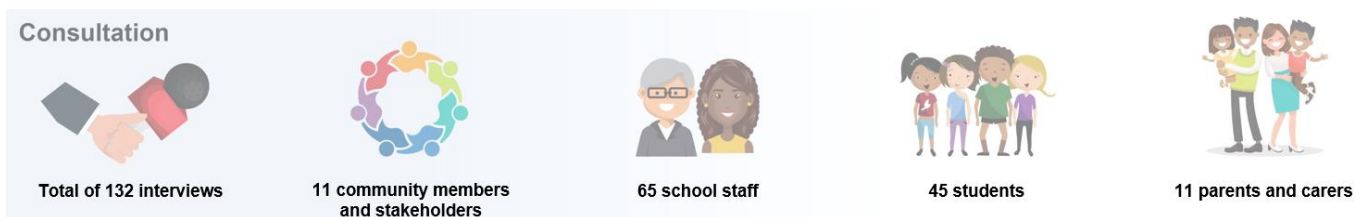
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Julie Pozzoli	Internal reviewer, SRR (review chair)
Thomas McKenna	Peer reviewer
Bert Barbe	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Birra Gubba nation and the Bindal people of the Birra Gubba language region.
Education region:	North Queensland Region
Year levels:	Year 7 to Year 12
Enrolment:	588
Indigenous enrolment percentage:	21.3%
Students with disability percentage:	21.9%
Index of Community Socio-Educational Advantage (ICSEA) value:	916

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **30 April to 2 May 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 914 and the school enrolment was 446 with an Indigenous enrolment of 18% and a student with disability enrolment of 6%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop, document and communicate widely to parents, staff, students and the wider community a precise Explicit Improvement Agenda (EIA) including agreed strategies and timelines for implementation and explicit and measurable targets for improvement. (Domain 1)
- Collaboratively review and implement a collegial engagement framework that includes formal observation, coaching and feedback processes. (Domain 5)
- Collaboratively review the pedagogical framework including exploration of other research-based approaches to strengthen current agreed high-yield teaching practices. (Domain 8)
- 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. (Domain 3)

2. Executive summary

2.1 Key affirmations

Staff, parents, students, and community members speak positively about the school as a 'school of choice'.

Leaders, staff, students, parents and members of the community are vocal in their praise of the school and staff. They commend the principal and acknowledge staff members' genuine commitment to school improvement. Staff, students and parents express a desire to see school and student success. They express they 'really like the school'. They comment this is a 'good' school with much to celebrate.

Students and parents describe how teachers 'go over and above' to support students.

Community members, students and parents applaud the work of staff, citing successful student outcomes. They comment on staff members' willingness to actively pursue opportunities to enhance teaching, learning and wellbeing. Staff express they enjoy working with students and want to 'try new things' to make learning enjoyable and engaging. Students and parents describe the positive and caring relationships between students and staff as one of the school's best aspects.

Staff and leaders are committed to continuous professional learning and allocation of resources to further understand and support students.

Many staff cite the extensive professional learning on restorative practice is an example of their genuine desire to further understand and support students. Leaders articulate that financial resources have been invested for additional student support personnel. Staff speak highly of these additional staff. Parents, students, and staff members express appreciation for the capacity of staff to support students to engage in their learning and to support individual student needs. Staff, students and community members speak with pride of the number of experienced staff in the school.

Leaders articulate the importance of school and community partnerships to support student learning and wellbeing.

Staff are described as being strategic in seeking a variety of community and industry partnerships to extend curriculum opportunities, provide alternative pathways to meet the diverse needs of all students and provide opportunities not readily available within the school. Community members speak of how staff are active in engaging with community and participating in community events. They express support for the school. A highly regarded, successful junior secondary transition program is praised by students, primary principals and parents. The principal expresses the belief that all partners are committed to the common purposes and goals of partnership activities, which are to support students and achieve meaningful post-school outcomes.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Collaboratively review and communicate roles and responsibilities for all leaders and key teacher positions to ensure accountabilities are clear and portfolios align to the strategic direction.

Collaboratively develop, document and communicate clear processes, practices and expectations to ensure shared understanding and consistent ways of working.

Domain 4: Targeted use of school resources

Collaboratively review the strategic allocation of human resources to maximise expertise to deliver intended outcomes and evaluate impact of targeted interventions on student wellbeing, engagement and achievement.

Domain 6: Systematic curriculum delivery

Review the required 3 levels of planning for coherence, consistency and currency to provide teachers with clear expectations about what, when and how to teach.

Domain 8: Effective pedagogical practices

Collaboratively develop, document and communicate whole-school pedagogical approaches considerate of the learner, learning and curriculum to enhance effective teaching and learning.

Domain 7: Differentiated teaching and learning

Develop teacher knowledge and capability to intentionally plan and document differentiated practices to ensure all students are appropriately engaged, challenged and extended in their learning.