School Improvement Unit
Report

Amamoor State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Amamoor State School from 28 to 29 May 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>2 Elizabeth Street, Amamoor</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>North Coast</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1922</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>58</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>2 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>4 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>955</td>
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<td>Year principal appointed:</td>
<td>2015</td>
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<td>Number of teachers:</td>
<td>3</td>
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<tr>
<td>Nearby schools:</td>
<td>Dagun State School, Kandanga State School</td>
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<td>Significant community partnerships:</td>
<td>Gympie Alliance of Schools, Amamoor Playgroup</td>
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<td>Unique school programs:</td>
<td>Amamoor Readers' Club</td>
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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 classroom teachers
  - Regional ‘success’ teacher
  - Support Teacher Literacy and Numeracy (STLaN)
  - Four teacher-aides
  - Administrative assistant
  - Playgroup coordinator
  - Four parent representatives

1.4 Review team

Evan Willis Internal Reviewer, SIU (review chair)
Kim Schembri Peer Reviewer
2. Executive summary

2.1 Key findings

- There is a strong commitment to the development and achievement levels of all students within a supportive learning environment.

  All staff and community members articulate a strong commitment to supporting students within a caring and supportive environment. Parents and staff clearly define the actions of the principal in creating positive relationships with key stakeholders.

- It is clearly articulated that the teaching of reading is a key improvement agenda priority for the school.

  Staff, students and parents are all aware of the school priority relating to the improvement of student reading performance. The school community does not consistently articulate other priorities, which include numeracy, attendance, and performance in National Assessment Program - Literacy and Numeracy (NAPLAN) testing in the upper two bands.

- The school systematically collects a wide range of student achievement data.

  The school has a formal student achievement data collection process for reading, maths and spelling. This data informs the intervention programs and school-wide differentiation practices. Data trends do not systematically influence curriculum planning and classroom teaching and learning practices.

- An overarching pedagogical framework and curriculum plan that uses various commercial reading programs was identified.

  School documents reflect an established regionally influenced pedagogical framework based on the Art and Science of Teaching\(^1\). Implementation of this framework is not consistent across all classrooms. A number of commercial reading programs are utilised across the school. The principal has indicated a desire to review both the pedagogical framework and curriculum documents in 2015.

- The school has no formal in-school arrangements for the ongoing coaching and mentoring of staff.

  Individualised professional development plans are yet to be finalised for school staff. Teachers have articulated that they would welcome a formal coaching and mentoring program as part of their professional development plans.

There is clear alignment of financial and human resources to support increased student achievement.

Teachers report that the school invests financial and human resources as required supporting the key learning areas of numeracy and literacy. School resources are allocated to aid in the facilitation of key improvement priorities.
2.2 Key improvement strategies

- Create and promote a clearly defined improvement agenda in consultation with school staff and community.

- Review of existing whole school pedagogical framework for relevance and alignment with improvement priorities, working towards embedded consistency of teaching practice.

- Review of curriculum plan and associated teaching and learning programs to ensure they meet the needs of identified student outcomes.

- Analyse collected data to identify gaps in student learning. Use identified trends to inform curriculum planning and classroom teaching and learning practices.

- Implement a formal coaching and mentoring program that aligns with professional development plans and whole school improvement priorities.