

Alloway State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Alloway State School** from **18 to 19 April 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

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

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Phil McLucas	Internal reviewer, SIU (review chair)
Kendal Seccombe	Peer reviewer



1.2 School context

Location:	Goodwood Road, Bundaberg
Education region:	North Coast Region
Year opened:	1886
Year levels:	Prep to Year 6
Enrolment:	49
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	14 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	962
Year principal appointed:	2015
Full-time equivalent staff:	3.4
Significant partner schools:	Bundaberg South State School, Kepnock State High School
Significant community partnerships:	nil
Significant school programs:	'How Full Is Your Bucket?' program, SHINE program for female students, chaplaincy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four teachers, Special Education Program (SEP) teacher, three Parents and Citizens' Association (P&C) members, nine parents, school chaplain and 17 students.

Partner schools and other educational providers:

- Kepnock State High School Principal.

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
OneSchool	School Data Profile (Semester 2, 2016)
Professional learning plan 2017	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan
School data plan	Professional development plans
Responsible Behaviour Plan	School newsletters and website
Headline Indicators (2016 Interim release)	School Opinion Survey



2. Executive summary

2.1 Key findings

Positive and caring relationships are apparent in the whole-school community.

Parents indicate that there is a strong sense of community and speak highly of the positive relationships they have with all staff members. All students and staff members have a sense of belonging, parents are welcomed and staff, students and parents speak highly of the school.

A strong partnership is established with the Parents and Citizens' Association (P&C).

The P&C is committed to supporting the school by providing a variety of activities to enhance the student learning environment. These include funding buses for swimming, camps and excursions and funding end of year books for students.

Strategies and actions to support the implementation of the Explicit Improvement Agenda (EIA) focuses are developed for reading, numeracy and attendance.

Some reading strategies are embedded and numeracy strategies are in the early stages of implementation. Knowledge and understanding of the EIA varies between staff members. The principal identifies a need to further review the EIA to narrow the focus.

Staff members are committed to Positive Behaviour for Learning (PBL).

Four behaviour expectations are stated in the school's Responsible Behaviour Plan for Students (RBPS). They are *'Be respectful, Be responsible, Be safe, Be positive'*. These expectations and behaviour processes are displayed in all classrooms. The regional PBL coach works with the school and staff members recognise that the PBL program is not yet fully implemented.

Data is discussed informally and is used predominantly for the grouping and tracking of students.

Some time is set aside in teacher meetings, staff meetings and school Professional Development (PD) days for the analysis of data and the implications for classroom practice. Data is used to varying degrees to inform teachers' classroom practice. Detailed conversations across the school in relation to student data, and implications for teaching, are less apparent.

The school budget supports the educational needs of students across the curriculum.

There is some evidence of the monitoring of program management with cost centres set to support school initiatives. The budget is not yet fully aligned to the school's priorities or aligned to the Annual Implementation Plan (AIP) or Investing for Success (I4S) grant.



The principal has conducted some classroom walkthroughs/observations and is visible within the school.

The principal indicates a need to develop a coaching and feedback framework to support the growth of staff expertise.

The school team is a cohesive group committed to the improvement of learning outcomes for all students.

The school has a culture of collaboration and teamwork between teachers and teacher aides. Teacher aides are valued members of the teaching team and are flexibly utilised across the multi-age classes to cater for the needs of all students.



2.2 Key improvement strategies

Collaboratively review the EIA to narrow and sharpen the focus.

Continue to develop and implement consistent PBL practices across the school.

Build staff member data literacy skills to interpret, analyse and use class data to reflect on the effectiveness of teaching practice, and make adjustments in a timely manner.

Align all funding sources with the EIA.

Develop systematic coaching and feedback processes for all staff members.