

# Alloway State 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 Education Improvement Branch (EIB) at **Alloway State School** from **19 to 20 July 2021**.

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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

### 1.1 Review team

Christine Dolley

Internal reviewer, EIB (review chair)

Cheryl Harvey

Peer reviewer



## 1.2 School context

<b>Location:</b>	Goodwood Road, Alloway	
<b>Education region:</b>	North Coast Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	60	
<b>Indigenous enrolment percentage:</b>	15 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	18.3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	29.3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	938	
<b>Year principal appointed:</b>	2020	

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, guidance officer, Special Education Program (SEP) teacher, four classroom teachers, four teacher aides, seven parents and eight students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice president, Scripture Union (SU) Queensland school chaplain and Pick of the Crop program coordinator.

Partner schools and other educational providers:

- Bullyard State School principal, Goodwood State School principal, Bundaberg State High School staff member and Bears and Books Early Learning and Childcare Service director.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
School improvement targets	School pedagogical framework
School Facebook Page	Pulse Survey 2020
School Opinion Survey 2019	Student Code of Conduct
School based curriculum, assessment and reporting plan	School newsletters and website



## 2. Executive summary

### 2.1 Key findings

#### **Teaching staff work to build mutually respectful relationships across the school community.**

An expressed recognition of the importance of positive and caring relationships to enhance student engagement is apparent. This is achieved through an annual 'meet and greet', the use of volunteers to run the weekly sewing club and conduct lessons to construct toy tip trucks, the visibility of staff at pick up and drop off to share good news stories with parents, postcards informing parents and carers about student success, three-way interviews twice yearly – including students, parents and teachers, and an open-door policy.

#### **Teacher aides are a highly valued human resource.**

Each teacher aide undertakes a range of different roles. Each classroom has access to at least one full-time teacher aide. Additional funds are provided to increase teacher aide time in the Prep and Year 1 class. Teacher aides are utilised to support the small group and individual student modes for delivery of curriculum learning. Teacher aides articulate confidence in this delivery mode and express their understanding of the use of appropriate and expected teaching strategies.

#### **Staff members express the belief that every student is capable of successful learning within a learning environment that is safe and inclusive.**

Efforts to promote an environment reflective of high expectations that all students will learn successfully include collaborative goal setting, the establishment of learning walls and 'Bump it up' walls, classroom displays that support student learning, featuring samples of student work, rewards and incentives. Changes in leadership and teaching staff in recent years are expressed as contributing factors to the need to focus a high priority on building and maintaining positive and caring relationships amongst all stakeholders. The principal recognises the need to collaboratively refine wellbeing processes and practices to meet diverse needs.

#### **Teachers and support staff in the school are skilled in the fields in which they work.**

Teaching staff members are highly regarded by students and parents. They are committed to continuous improvement of their own practice and participate willingly in professional learning and informal sharing of practice. These sessions are highly valued by school leaders and the teaching team. The principal acknowledges the importance of personally facilitating formal and informal opportunities for teachers to share effective practice, and to build teaching and learning knowledge and skills, through effective observation and feedback, coaching and modelling processes. Staff speak of multiple opportunities to provide informal feedback to each other through proximity of classrooms and the small student population.





**Teaching staff members recognise that highly effective teaching is the key to improving student learning throughout the school.**

Age-appropriate pedagogies (AAP) is identified as the key signature pedagogy utilised to engage the full range of students in their learning. When selecting the most effective approach, teachers articulate that they consider students' interests and capabilities, the Australian Curriculum (AC), evidence of students' learning and opportunities for contextualisation of the unique demands of the school and local community. The principal recognises the importance of collaboratively exploring other researched-based pedagogical practices to enhance implementation of a range of high impact teaching strategies.

**Data is used to identify starting points for improvement and to monitor progress over time.**

The principal articulates that the school has developed processes for the collection of a range of student outcome data through the development of student portfolios across learning areas. Teachers monitor and track progress on the literacy continuum, Individual Curriculum Plans (ICP), diagnostic testing and Level of Achievement (LOA) data on assessment tasks. To build a culture of self-evaluation and reflection across the school, teaching staff members articulate the use of student and class conferencing during classroom tasks and assessment items, collaborative goal setting and targeted individual feedback. The principal recognises the importance of enhancing opportunities for intentional collaboration embedding analysis of data to inform practice.

**Teachers and teacher aides articulate being highly supportive of one another.**

They express a focus on optimal student learning and a desire to improve their knowledge and capabilities. Staff members discuss understanding the improvement focus and working individually and collaboratively with each other on strategies to support learning, particularly in writing. Staff members identify themselves as lifelong learners and display a willingness to enhance their capabilities in teaching and learning. Staff members are experienced with a wealth of knowledge and abilities. Some staff members discuss developing opportunities to lead learning and share their expertise with each other through informal feedback processes.

**Students express that teachers have high expectations for effective progress in their learning.**

As a result, students comment that teachers sometimes make classroom work more challenging. Teachers articulate their dedication to students and ongoing efforts to build student belief in their own capability to learn successfully, whilst developing an understanding of the relationship between effort and success. Scaffolding teaching and learning by connecting new material to past learning is recognised as assisting students to observe the continuity of learning over time. Teaching staff members express the importance of professional discussions to routinely evaluate the effectiveness of teaching and learning practices, and using these evaluations to make adjustments to practice to best meet the needs of students.



## 2.2 Key improvement strategies

Collaboratively develop whole-school strategies to build mutual trust and respect, redefining wellbeing processes and practices to meet the diverse needs of all members of the school community.

Collaboratively enhance the formal and agreed approach for all staff to participate in classroom-based learning that includes modelling, coaching, observation and feedback opportunities within and beyond the school.

Collaboratively explore a range of researched-based pedagogical practices to enhance implementation of high impact teaching strategies.

Enhance further opportunities for intentional collaboration to embed analysis of data that informs effective teaching practice.