

Alpha 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 **Alpha State School** from **23 to 24 February 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

Lesley Vogan

Internal reviewer, SIU (review chair)

Shaun Kanowski

Peer reviewer



1.2 School context

Location:	Milton Street, Alpha
Education region:	Central Queensland Region
Year opened:	1886
Year levels:	Prep to Year 10
Enrolment:	36.2 (2 students enrolled in distance education)
Indigenous enrolment percentage:	22 per cent
Students with disability enrolment percentage:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	953
Year principal appointed:	2015
Full-time equivalent staff:	9.54
Significant partner schools:	Barcaldine Prep–12 State School, Jericho State School, Longreach School of Distance Education
Significant community partnerships:	Alpha Foodworks, Barcaldine Regional Council, Crèche and Kindergarten (C&K) Jelly Beans Community Kindergarten, Alpha Swimming Pool, Learn to Swim
Significant school programs:	Alpha/Jericho Chaplaincy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two experienced senior teachers, seven teachers, four teacher aides, administration assistant, Head of Special Education Services (HOSES), chaplain, schools officer, two cleaners, Parents and Citizens' Association (P&C) president, seven parents and 21 students.

Community and business groups:

- C&K Jelly Beans Community Kindergarten and Member for Gregory.

Partner schools and other educational providers:

- Teacher, Jericho State School.

Government and departmental representatives:

- Western Capability Coordinator and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators 2016	School Data Profile (Semester 2 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Student Report Cards
School pedagogical framework	School Assessment and Reporting Plan
Responsible Behaviour Plan	School newsletters and website
Curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

All staff members are committed to building positive and caring relationships with students.

They are united in their beliefs regarding the benefits of the small school multi-age setting in fostering a positive and supportive environment. Students and parents articulate the close and family-like relationships that exist within the school.

The school builds partnerships with parents, families and local businesses.

It is acknowledged by the wider community that the school is a catalyst for community celebrations. Annual school events are eagerly anticipated and well supported by large sections of the community.

The Explicit Improvement Agenda (EIA) includes targets for improved student learning outcomes.

Actions and timelines for the implementation of the EIA are broadly stated and some monitoring processes are included in the agenda.

The principal is enlisting experienced senior teachers to design, implement and monitor the EIA.

The school's 2017 EIA outlines strategies and actions for providing challenging learning experiences for students that further develop writing expertise across the curriculum. The roles and responsibilities of all staff members in meeting the expectations of the EIA are yet to be fully developed.

Some consideration is given to the vertical alignment of the curriculum to ensure a continuity of students' learning throughout their school years.

The principal has organised class groupings to best assist in the alignment of the curriculum in the future. The school is yet to fully develop a coherent and sequenced plan for curriculum delivery across all year levels, Prep to Year 10.

The principal is building a leadership team to support the implementation of the EIA.

The principal is endeavouring to build a leadership team that functions as a synergetic and cohesive driving force that supports the implementation of the EIA. Succession planning for supporting aspirant school leaders is not yet evident in the school's professional learning agenda.



The principal and classroom teachers demonstrate a desire to continuously focus on improvement in teaching practices across the school.

Coaching, mentoring, modelling lessons and professional conversations to enhance pedagogical practices are in the beginning stages of development and are highly valued by teaching staff. A formalised schedule of classroom observations is yet to be established.

Students are welcoming and open to visitors and proud to discuss the unique aspects of the school.

Interactions between staff members, students and parents are polite and inclusive and most parents indicate staff members are approachable and welcoming.



2.2 Key improvement strategies

Review the school EIA to further develop strategies, actions and timelines for implementation.

Develop roles and responsibilities of all staff members in the implementation of the EIA.

Collaboratively develop a whole-school curriculum plan.

Build the capacity of the newly developing school leadership team through professional learning experiences which focus on teamwork, leadership and performance.

Formalise current observation and feedback processes to ensure opportunities are available to every staff member through a planned schedule to evaluate the effectiveness and impact of teaching practice on student learning and to use these findings to make adjustments.