

Alpha 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 **Alpha State School** from **20 to 21 May 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)

Shaun Kanowski

Peer reviewer



1.2 School context

Location:	Milton Street, Alpha	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 10	
Enrolment:	40	
Indigenous enrolment percentage:	22.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	35 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	910	
Year principal appointed:	2021 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), inclusion teacher, Business Manager (BM), administration assistant, seven teachers, four teacher aides, three cleaners, schools officer–grounds and facilities, five parents and 17 students.

Community and business groups:

- Parents and Citizens' Association (P&C) member and Outback Futures representative.

Partner schools and other educational providers:

- C&K Jelly Beans Community Kindergarten director.

Government and departmental representatives:

- State Member for Gregory and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2021	Data Collection Schedule
School pedagogical framework	School newsletters and website
Top Ten 2021	Student Code of Conduct 2020-2023
School Opinion Survey 2019	Case management template
Headline Indicators (October 2020 release)	Whole School Curriculum, Assessment and Reporting Plan 2020
P-12 curriculum, assessment and reporting framework Quality Assurance Instrument – Scan & Assess	Signposts for school improvement – inclusive education



2. Executive summary

2.1 Key findings

The school promotes and aims to maintain an environment reflective of its high expectations that all students will learn and interact successfully.

The tone of the school is positive, with members of the community expressing their gratitude at the stability provided by the current principal and teaching staff. Students articulate that all staff care for them and their learning. Many community members articulate multigenerational links with the school. Interactions between staff, students, parents and community members are caring, polite and inclusive. The principal articulates that the school's overall priority is the students' learning and wellbeing.

Parents express that they always feel welcome in the school and that their child's teacher is approachable and friendly.

The leadership team and staff are exploring strategies to involve parents and community members in the school to build a positive culture that promotes learning. They develop relationships within the immediate and wider community that foster, and are responsive to, the needs of students. The community speaks of the ease they feel in approaching the principal to discuss any concern they may have regarding any aspects of their child's schooling. The renewed approach to parent teacher interviews has gained traction and has been received well by parents and teachers alike.

Members of the leadership team describe a daily working environment where they feel valued, challenged and are clear regarding their purpose.

School leaders, staff and community members acknowledge a need to regain stability in the leadership team and focus on a clear, coherent and shared vision for the school, based upon high expectations and effective teamwork. The school expects teachers to be highly committed to the continuous improvement of their teaching skills and knowledge. The newly formed team comprises the principal, Head of Department – Curriculum (HOD-C) and inclusion teacher. The principal communicates confidence in the leadership team's ability to work together and acknowledges the need for ongoing capability development.

The leadership team expresses the importance of the school community's united commitment to an explicit improvement in the learning outcomes of all students.

The 2021 Annual Implementation Plan (AIP) expresses that the school's focus is to 'shape the minds of the future by working as a collaborative learning community that is creative and positive'. The school motto '*Knowledge is Strength*' grounds the belief that size and location are defining, not limiting, characteristics. The strategic plan further articulates that the school promotes an inclusive environment that caters for Indigenous students and students with verified disability and additional learning needs.



The principal and staff members articulate the importance of analysis and discussion of school-wide data regarding student outcomes.

The school focus is on academic achievement, attendance, behaviour and wellbeing. Data is collected for collaborative analysis with the principal, HOD-C and inclusion teacher. Teachers collect data according to the school schedule, meet with leadership team members for analysis, create student goals and targets for the next unit of work, gather resources for support, and plan specific actions for the next term according to individual need. The leadership team expresses the intent to review and refine processes and practices to increase data literacy capability for all teaching staff members, aligned to the Explicit Improvement Agenda (EIA), with a focus on improving student outcomes.

The Whole School Curriculum, Assessment and Reporting Plan (WSCARP) is expressed as a sequential, systematic and inclusive curriculum plan for all students in conjunction with an aligned school improvement agenda.

The WSCARP specifies how the school team plans for, teaches, assesses and reports using the Australian Curriculum (AC) and is part of the expressed, shared commitment to providing a world-class education for all students. The leadership team articulates that the WSCARP is based on the belief that every student can learn and that responding to the diverse learning needs of all students is central to teaching. The leadership team expresses the importance of enhancing processes and practices to embed the WSCARP to develop comprehensive understanding of effective implementation across all year levels.

The leadership team identifies the need for a shared understanding and language regarding pedagogy informed by data.

The recently appointed school leaders articulate the importance of reviewing current pedagogical models to develop a whole-school approach to pedagogy. The consensus is for the school to move to an evidence-based framework, incorporating high-yield strategies and focused on success for all students, with the teacher as the leader of learning and an eager participant in the learning process. This is expressed as pivotal in setting high expectations for every student's progress and ambitious targets in improving classroom performance. The leadership team recognises the importance of working to build student belief in their own capability and an understanding of the relationship between effort and success.

The school holds a special place in the community.

This is exemplified by the Easter bonnet parade. Students and staff make Easter bonnets and march down the main street of the town distributing chocolates and hot cross buns to residents lining the street. Mother's Day is celebrated at the school with mothers, grandmothers and aunts invited to morning tea and class performances. Events such as these provide opportunities for community members and students to celebrate special occasions together.



The school community speaks highly of the school chaplaincy program and dedicated teacher aides, articulating the value of their work with students.

The school chaplain is actively engaged and visible within the school and wider community. They are involved in Positive Behaviour for Learning (PBL) processes and lead an initiative with students regarding junior cattle judging. Teacher aides are recognised as valued partners in the classroom, experienced and knowledgeable in the level of assistance provided to small groups and individual students to best meet their needs. These paraprofessionals are an experienced and culturally aware group and held in high regard by school leaders and teaching staff. Teacher aides work in collaboration with teachers to maximise student learning.



2.2 Key improvement strategies

Build the capability of the newly developed school leadership team through professional learning experiences that focus on teamwork, communication, instructional leadership and performance.

Sustain the current focus on a narrow and sharp EIA across all year levels, collaboratively identifying opportunities to enhance and embed quality practices.

Review and refine processes and practices to increase data literacy capability for all teaching staff members aligned to the EIA, focused on improving student outcomes.

Enhance processes and practices to embed the WSCARP to develop comprehensive understanding of effective implementation across all year levels.

Collaboratively develop an agreed process for the implementation of differentiated, research-based pedagogical practices across the school that effectively engage and challenge the full range of learners.