Allora P-10 State School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Allora P-10 State School** from **11** to **13 September 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 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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Robin Rayner	Peer reviewer
Ken Rogers	External reviewer

1.2 School context

Location:	Warwick Street, Allora
Education region:	Darling Downs South West Region
Year opened:	1867
Year levels:	Preparatory Year to Year 10
Enrolment:	250
Indigenous enrolment percentage:	12 per cent
Students with disability enrolment percentage:	20.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	950
Year principal appointed:	2002
Full-time equivalent staff:	16.17
Significant partner schools:	St Patrick's School Allora, Warwick State High School, Killarney P-10 State School
Significant community partnerships:	Returned and Services League of Australia (RSL) Allora Sub Branch, Rotary Australia, Scope, Headstart Kindergarten, Allora Sports Club, Allora Show Society Inc., Allora Swimming Club
Significant school programs:	Positive Behaviour for Learning (PBL), Chaplaincy in Schools (Mane Matters), Special Education Program (SEP), Auslan

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department (HOD), two Heads of Curriculum (HOC), Business Manager (BM), administrative officer, 13 teachers, guidance officer, Speech Language Pathologist (SLP), chaplain, three cleaners, schools officer, 10 parents, six teacher aides, tuckshop convenor, four Parents and Citizens' Association (P&C) executive members, school-based health nurse and 62 students.

Community and business groups:

- Allora Show Society Inc., Allora Returned and Services League of Australia (RSL), President of Rotary Allora, Emu Gully Adventure Education Group and Headstart Allora Kindergarten.

Partner schools and other educational providers:

- Principal of Warwick State High, Principal of Killarney P–10 State School and Principal of St Patrick's school.

Government and departmental representatives:

- State Member for Southern Downs, Federal Member for Maranoa and ARD.

1.4 Supporting documentary evidence

OneNote	School Annual Implementation Plan 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (2016 release)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Reading and Writing Frameworks
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

The school is characterised by positive working relationships and an inclusive working environment.

Students consistently speak highly of the support and care they receive from teachers and their willingness to go 'above and beyond' to help them succeed. Staff members display a willingness to take on extra responsibilities in curriculum and extracurricular areas to enable students to access a broad range of learning opportunities. Students, staff members, parents, and community members speak highly of the school and are supportive of maintaining its rich traditions.

The school resource management is responsible and strategic, ensuring the maintenance of high standards of teaching and facilities.

The school facilities are well presented and enhanced and the obvious pride held in the school by students, staff members and parents is apparent. The history and heritage of the school are well maintained with artefacts and deliberate design consideration given to any facilities enhancements.

The Explicit Improvement Agenda (EIA) articulates '*teachers use data and feedback to inform their practice to improve reading and writing outcomes'*.

Staff members are aware of the improvement agenda and are able to discuss the implication of the agenda on their classroom practice. Most teachers are able to clearly articulate school expectations and targets for the writing agenda. Clarity regarding school expectations for the teaching of reading is less apparent. Some teachers express a need for further support in the teaching of reading.

The principal and other school leaders take personal responsibility for driving improvements in teaching throughout the school, and hold a strong belief that improved teaching is critical in improving student-learning outcomes.

Each of the four school leaders regularly observes and provides feedback to four or five teachers, to discuss the data associated with their students and to assist them in the development of their Annual Performance Development Plans (APDP) that are expected to align with the EIA. School leaders involved agree on the importance of rigour and consistency in these processes.

School funds are allocated to building a sustainable platform to support digital pedagogies.

Some staff members indicate a readiness to include digital pedagogies within their repertoire of practice. The leadership team recognises the need to prioritise this capability throughout the school.

School leaders and staff members are committed to the success of all students, with a range of differentiated learning strategies established to cater for the diverse needs of all learners.

All teachers are encouraged to tailor their teaching to student needs and readiness. Some classroom teachers successfully differentiate their classroom practices, particularly in practical learning areas, to maximise the opportunity for their students to reach their potential. Other teachers express a willingness to undertake professional learning to enhance their skills in classroom differentiation.

Preparation for the new Senior Assessment and Tertiary Entrance (SATE) system is in the beginning stages.

Teachers demonstrate an elementary level of understanding regarding the implications of these changes. Members of the leadership team articulate the need to work closely with feeder secondary schools to prepare students for their move to Year 11 and 12.

There is a wealth of teaching experience and expertise amongst teachers and teacher aides and a readiness to 'step up' to the leadership of agendas in the school.

Staff members lead a number of pedagogical approaches agreed upon by the school. The school has a distributed leadership process with clearly documented team structures, and coaching and supervisory processes. Expectations are clear, and the Professional Development (PD) plan targets school priority areas and is well resourced to support collaboration.

2.2 Key improvement strategies

Narrow and sharpen the school improvement agenda to provide an explicit focus within the broader agenda of reading, developing timelines for implementation and school and classroom targets.

Embed consistent classroom observation and feedback processes to assist in identifying examples of effective classroom practice and encourage teachers to share effective pedagogical practices with other staff members.

Provide opportunities for all staff members to engage in quality PD focusing on developing effective differentiation practices.

Strategically plan to embed digital pedagogy in the pedagogical framework and resource PD to support 21st Century Learning.

Prepare for the changing demands of junior secondary that will be required due to the changes to the senior secondary curriculum and assessment model.