

Allora P-10 State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Allora P-10 State School** from **24 to 26 August 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

Anthony Palmer	Internal reviewer, EIB (review chair)
Peter Townsend	Peer reviewer
Patric Brady	Peer reviewer



1.2 School context

Location:	Warwick Street, Allora	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 10	
Enrolment:	210	
Indigenous enrolment percentage:	12.5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.3 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	29.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	950	
Year principal appointed:	2002	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two Heads of Department – Curriculum (HOD-C), Special Education Program (SEP) teacher, Business Manager (BM), 16 teachers, six teacher aides, two administration officers, two cleaners, schools officer–grounds, guidance officer, chaplain, school-based nurse, 24 parents and 77 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice president, treasurer and secretary, tuckshop convenor, two tuckshop volunteers, Religious Instruction (RI) coordinator, Allora Returned and Services League of Australia (RSL) representative and Allora Scope club representative.

Partner schools and other educational providers:

- Killarney P-10 State School principal, Warwick State High School principal, Saint Patrick's Catholic School Allora principal, Head Start Allora Kindergarten manager and Emu Gully Adventure Education Group Chief Executive Officer (CEO).

Government and departmental representatives:

- State Member for Southern Downs, Positive Behaviour for Learning (PBL) external coach, Principal Advisor – Teaching and Learning (PATL) and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	'Our BIG 3' Explicit Improvement Agenda
Investing for Success 2021	School Strategic Plan 2018-2021
Student Code of Conduct	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
Professional learning plan 2021	Curriculum planning documents
Whole school approach to pedagogy	School differentiation planner
Literacy data plan	Professional development plans
School Opinion Survey	School Reading Framework
Whole school curriculum, assessment and reporting plan	School newsletters, website and Facebook page
Parent and Community Engagement (PaCE) framework	Student and Staff Learning and Wellbeing Framework
Headline Indicators (October 2020 release)	Every student with disability succeeding – school data reflection document



2. Executive summary

2.1 Key findings

The school and local community are closely connected.

Members of the school and community speak with pride regarding the history of the school, both sporting and academic, and the positive culture that continues to be apparent. Staff, parents and community members describe long and valued associations with the school, and identify multi-generational involvement. The advantages of the school's small and supportive learning environment are identified by all members of the school community, as is the opportunity this provides for continuity of learning from Prep to Year 10. The school has well-developed and well-utilised facilities and resources. School leaders have worked strategically to provide these, and staff members are encouraged to take ownership and contribute to the further development of their spaces and areas.

Staff members describe the school as being 'a great place to work'.

Staff indicate one of the best things about the school is the people they work with every day. Staff members discuss the continuity of staff, sense of team and long service of many staff members. The principal, other school leaders and staff members share their commitment to improving learning and wellbeing outcomes for all students at the school. Staff members proudly discuss their efforts to support students to achieve, and share anecdotes of student success. Parents and staff members describe the stability and continuity of leadership and staff at the school, and how this contributes to the positive learning environment. Parents and staff members express appreciation for the strong, relational, responsive and supportive leadership provided by school leaders.

The school and staff have worked to develop, and continue to review, a coherent and sequenced plan for curriculum delivery.

School leaders have engaged with the regional Principal Advisor – Teaching and Learning (PATL) to support capability development of staff to ensure there is a deep understanding of the Australian Curriculum (AC) across the whole school. The PATL proudly shares that staff have engaged in a continuing improvement journey to ensure that student learning outcomes are enhanced through deeper knowledge and understanding of the AC. The school has structured full-day planning sessions that occur each term. Teachers speak positively of the support for curriculum implementation provided by school leaders and through the provision of ongoing professional learning. School leaders articulate the intention to further develop staff knowledge and understanding of the AC to support the design and development of local units of work.

A strong culture and belief regarding inclusion for all students across the whole school is apparent.

This belief extends to every student being able to improve if they are engaged and supported in their learning journey. Staff members speak of how the 'Our BIG 3' that focuses on engagement, differentiation and literacy aligns to the whole-school approach, classroom



practices and personalised learning to impact positively on student outcomes. School leaders share the importance of regularly reviewing inclusive education practices, clearly defining processes to implement consistent strategies supporting the whole-school approach for inclusion. School leaders and staff members acknowledge the opportunity to collaboratively explore, develop and communicate a shared understanding and vision for inclusion at the school to further strengthen this work.

The leadership team describes the impact highly effective teaching can have on improving student learning and outcomes.

Staff members discuss the use of Explicit Instruction (EI) as a signature pedagogical approach at the school that has been used for a number of years. The regional PATL has recently worked with school leaders to review and consider whole-school approaches to pedagogy. This has included considering the principles of pedagogy, and the alignment of curriculum with pedagogy. School leaders articulate this has led to the identification of possible additional pedagogical approaches and strategies. School leaders acknowledge the importance of further exploring the links between curriculum and pedagogy, leveraging and building on the school's recent curriculum efforts and considering additional possible pedagogical approaches.

School leaders share the expectation that all members of the teaching team will be committed to the continuous improvement of their knowledge and practice.

Staff members possess a range of experience and expertise across teaching areas. School leaders and staff members acknowledge the importance of working together to improve student outcomes. The principal and other school leaders discuss the importance of providing a wide range of opportunities to develop the capability of every staff member. Staff members share opportunities to participate in a range of collegial experiences. School leaders acknowledge the opportunity to collaboratively develop a collegial engagement framework to document this range of formal and informal opportunities. Leaders articulate a desire to leverage current capability offerings and approaches to further develop and enact opportunities for all staff members to work with and learn from each other, and access expertise beyond the school.

Staff members discuss the importance of developing authentic positive relationships with students.

Staff detail this as being key in supporting wellbeing and engagement. Students share their appreciation for the enthusiastic approach of staff members, and their efforts to make learning interesting, enjoyable and fun. A high priority is given to building and maintaining the wellbeing and support of staff, students and parents. Parents and students share their appreciation for the welcoming and open approach of school leaders and staff members. Parents articulate that staff members are highly approachable and responsive to parent and student enquiries and contact, with staff responding in an efficient and student-centred manner. The Parents and Citizens' Association (P&C) discusses the strong and positive working relationship they have with the school, and note great communication with and from school leaders and staff members.



Staff and community members acknowledge the confidence of polite and respectful students.

School leaders, parents, staff and community members note the strong leadership and presentation skills of Year 10 students. School leaders are acknowledged as contributing significantly to the leadership and operation of school and community events, with many going on to leadership roles beyond the school. The Friday Futures program is identified as providing a wider range of learning experiences to support every student to find and grow their interests and talents. Positive Behaviour for Learning (PBL) strategies and expectations are established and known by students, promoting appropriate behaviour. The school's motto '*Always our best*' reflects the high expectations held for students. This is further espoused through the four school values of '*Always Respectful, Always Responsible, Always Safe and Always Learning*'.



2.2 Key improvement strategies

Further develop staff knowledge and understanding of the AC to support the design and development of local units of work, with associated marking guides and resources.

Collaboratively explore, develop and communicate a shared understanding and vision for inclusion at the school.

Further explore and embed the whole-school approach to pedagogy, including the connection with curriculum, and consideration of additional pedagogical strategies.

Leverage current capability offerings and approaches to further develop and enact opportunities for all staff members to work with and learn from each other, and access expertise beyond the school.