Allora P-10 State School
School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Allora P-10 State School acknowledges the Traditional Custodians of the land where we live and learn. We pay our respects to their Elders, past and present.

About the school

Education region	Darling Downs South West
Year levels	Prep to Year 10
Enrolment	220
Aboriginal students and Torres Strait Islander students	15.2%
Students with disability	24%
Index of Community Socio-Educational Advantage (ICSEA) value	951

About the review

4 reviewers from 19 to 21 February 2025

157 participants

40 school staff

88 students

12 parents and carers

17 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda
Create opportunities for staff to collaboratively develop the school's strategic direction and vison, aligned with school priorities, to provide a clear and universally understood improvement agenda.

Domain 3: Promoting a culture of learning
Collaboratively establish clear expectations for student behaviour to ensure consistent enactment of systems and processes, with clear roles, responsibilities and accountabilities, that support students and staff.

Domain 1: Driving an explicit improvement agenda
Collaboratively refine the Annual Implementation Plan to foster staff understanding, ownership and commitment to the explicit improvement agenda.

Domain 6: Leading systematic curriculum implementation
Build a shared knowledge and understanding of teaching reading across the curriculum to collaboratively develop and consistently enact a whole school approach.

Domain 1: Driving an explicit improvement agenda
Develop effective systems and processes to strategically lead and support the implementation of the improvement agenda.

Collaboratively establish protocols for effective professional communication across the school to build a cohesive workforce that is united in delivering school-wide improvement.

Key affirmations

Leaders and staff emphasise how school resources are allocated strategically to minimise additional costs to families and support students to access the curriculum.
Parents and students speak appreciatively of resource initiatives that provide students the necessary personal resources across subject areas, particularly in secondary school subjects. Students explain that this resource support influences their subject selections and allows them greater opportunities by removing the previous associated costs.

Staff speak of the strong community connections that contribute to the school's position of prominence within the local community.
Community members highlight their historical and intergenerational connections with the school and describe the important role of the school within the town. Staff members value the strong support and connections with the community and encourage students to play active roles within the town supporting community events. Community members speak appreciatively of the ongoing partnership with the school.

Teaching staff highlight their focus on students' learning and wellbeing, and remark how it influences their teaching philosophy and values.
Staff convey a belief that developing positive and trusting relationships with students are crucial to supporting student success. Teachers praise the pastoral care groups as an opportunity to build strong relationships with students over their years of schooling. Students describe their teachers as caring and articulate they appreciate how they help them learn. Parents convey they value teachers' student-centred approach.

Staff celebrate the collegiality among their professional teams which support their capability and wellbeing.
Teachers appreciate the expertise of colleagues in sharing professional knowledge. They speak of meeting in year level junctures in primary, across the secondary team and across the school, providing collaborative opportunities to share practice and build capability. Staff value conversations regarding curriculum and wellbeing to provide support and refine teaching skills. Many staff highlight the personal support offered by colleagues as important to their wellbeing.

Queensland Government