School Improvement Unit Report

Alligator Creek State School

Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Alligator Creek State School from 15 to 17 June, 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

<table>
<thead>
<tr>
<th>Location:</th>
<th>50 Grasstree Road, Alligator Creek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
</tr>
<tr>
<td>The school opened in:</td>
<td>1896</td>
</tr>
<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Current school enrolment:</td>
<td>326</td>
</tr>
<tr>
<td>Indigenous enrolments:</td>
<td>11.6 per cent</td>
</tr>
<tr>
<td>Students with disability enrolments:</td>
<td>2 per cent</td>
</tr>
<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>959</td>
</tr>
<tr>
<td>Year principal appointed:</td>
<td>2015</td>
</tr>
<tr>
<td>Number of teachers:</td>
<td>13</td>
</tr>
<tr>
<td>Nearby schools:</td>
<td>Sarina State School, Sarina State High School, Koumala State School, Oakenden State School</td>
</tr>
<tr>
<td>Significant community partnerships:</td>
<td></td>
</tr>
<tr>
<td>Unique school programs:</td>
<td></td>
</tr>
</tbody>
</table>
1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy Principal
  - 14 teachers
  - Support Teacher Literacy and Numeracy (STLaN), Guidance Officer, Master Teacher, Advisory Visiting Teacher Inclusion
  - Business Services Manager (BSM), Administrative Officers
  - Seven teacher aides
  - 18 parents
  - Three Parents and Citizens’(P&C) Association members
  - Sarina State High School Deputy Principal and local child care provider

1.4 Review team

Lesley Vogan  Internal reviewer, SIU (review chair)
Glynnis Gartside  External reviewer
Majella Frith  Peer reviewer
2. Executive summary

2.1 Key findings

- The school presents as calm and positive and classes are orderly and purposeful.

  There is clear evidence of a whole school approach to establishing a set of high expectations for learning, teaching and student wellbeing. Assembly includes explanations of behaviour expectations (*mantras*), the school war cry and positive affirmations of student engagement and learning. Posters reinforcing expectations are displayed in all classrooms and all teachers reinforce the behaviour *mantras*.

- The leadership team is committed to finding ways to improve on current student outcomes.

  There is evidence that staff are committed to delivering strategies for school improvement. They are supportive of the leadership team and the future direction of the school. Staff have articulated concerns about the pace and breadth of change and the time needed to embed effective teaching practices.

- There is evidence that the principal and other school leaders view reliable school data as essential to their effective leadership of the school.

  The leadership team has developed a data room in which student learning is displayed. This data room display provides a visual focus for teacher and support team reflection. The data will be used to focus teachers’ analysis of student achievement as a starting point for improving outcomes.

- The school uses Curriculum into the Classroom (C2C) as the significant resource to deliver the Australian Curriculum.

  The school has a new curriculum framework. This framework provides clarity regarding the intended curriculum and the use of existing effective teaching practices. A process to monitor the enacted curriculum across all classes is currently being reviewed and refined along with the implementation of the new curriculum framework.

- The leadership team recognises that highly effective teaching is the key to improving student learning throughout the school.

  Effective teaching methods, including explicit instruction, are used to maximise learning in all classrooms. Teachers demonstrate a sense of collective responsibility to ensure further improvement of student learning outcomes. There is evidence of high quality teaching practices in classrooms, however, there is not always clear alignment with the school pedagogical framework.
2.2 Key improvement strategies

- Ensure that the clearly articulated whole school improvement agenda is narrow and sharp and is accompanied by appropriate and collaboratively determined targets, timelines, appropriate resourcing and professional development for all school personnel.

- Consolidate the implementation of the school curriculum plan by building on teachers’ current expertise, developing a shared planning process, providing time for the development of a deep understanding of effective teaching practices and monitoring the enacted curriculum in all classrooms.

- Collaboratively review and refine the school pedagogical framework. Develop a strategic approach to embed the implementation of the framework to ensure consistency of effective teaching practices across the school.

- Build teacher data literacy skills in analysing and interpreting data to identify starting points for teaching and strategies for the continuous improvement of student outcomes.

- Continue to build a culture of high expectations for learning, engagement and wellbeing for students, staff and the school community.