

# Alligator Creek 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 School Improvement Unit (SIU) at **Alligator Creek State School** from **25 to 27 March 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

|                 |                                       |
|-----------------|---------------------------------------|
| Darren Marsh    | Internal reviewer, SIU (review chair) |
| Mona Anau       | Peer reviewer                         |
| Graham Trevenen | External reviewer                     |



## 1.2 School context

|  |  |
|--|--|
| <b>Location:</b>   | Grasstree Road, Alligator Creek  |
| <b>Education region:</b>   | Central Queensland Region  |
| <b>Year opened:</b>  | 1896   |
| <b>Year levels:</b>  | Prep to Year 6   |
| <b>Enrolment:</b>  | 325  |
| <b>Indigenous enrolment percentage:</b>                              | 7.8 per cent   |
| <b>Students with disability enrolment percentage:</b>                | 1.6 per cent   |
| <b>Index of Community Socio-Educational Advantage (ICSEA) value:</b> | 965  |
| <b>Year principal appointed:</b>                                     | 2018   |
| <b>Day 8 Staffing teacher full-time equivalent (FTE):</b>            | 14.6   |
| <b>Significant partner schools:</b>                                  | Sarina State School, Sarina High State School  |
| <b>Significant community partnerships:</b>                           | Dalrymple Bay and Billiton Mitsubishi Alliance's (BMA), chaplaincy, Conservation Volunteers Australia (CVA)/Landcare Australia, Bendigo Bank |
| <b>Significant school programs:</b>                                  | BMA read, chaplaincy   |



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), 14 teachers, instrumental music teacher, teacher librarian, Health and Physical Education (HPE) teacher, special needs teacher, Business Manager (BM), administration officer, eight teacher aides, chaplain, cleaner, facilities officer, systems technician officer, Parents and Citizens' Association (P&C) secretary and treasurer, 38 parents and 68 students.

Community and business groups:

- Local chaplaincy committee Chair, Landcare Australia representative and BMA read program coordinator.

Partner schools and other educational providers:

- Principal Sarina State School, principal Sarina State High School, principal Koumala State School, kindergarten - Grandma's Place representative, Kidscollege Sarina representative, Police-Citizens Youth Club (PCYC) Outside School Hours Care provider and Early Childhood Education and Care (ECEC) director.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

|  |   |
|--|---|
| Annual Implementation Plan 2019                | Team meeting minutes                    |
| Investing for Success 2019                     | Strategic Plan 2016-2019                |
| Headline Indicators (October, 2018)            | School Data Profile (Semester 2, 2018)  |
| OneSchool                                      | School budget overview                  |
| Professional learning plan 2018/2019           | Curriculum planning documents           |
| Alligator Creek State School Staff Diary       | Yearly Planner 2019                     |
| School pedagogical framework                   | Learning Walks protocols and policy     |
| School Opinion Survey                          | School/class newsletters and website    |
| School curriculum, assessment plan             | Responsible Behaviour Plan for Students |
| Report cards                                   | Attendance policy                       |
| Moderation policy                              | Inclusive education policy              |
| Community engagement plan                      | Action plans for reading and numeracy   |
| Prep transition plan                           | Wellbeing plan                          |
| School data plan – monitoring instruments 2019 | Reading planning reference              |





## 2. Executive summary

### 2.1 Key findings

**The tone of the school is warm and welcoming, and reflects a school-wide commitment to supporting social emotional wellbeing and student learning achievement.**

Positive and caring relationships are apparent in classrooms and throughout the school. Parents speak positively of staff and all aspects of the school. Students identify that teachers expect them to do their best. The school promotes and maintains an environment reflective of its expectation that students will have the opportunity to learn successfully. School Opinion Survey (SOS) 2018 data indicates high levels of satisfaction from staff and students. 100.0 per cent of staff members agree with the statements 'I am proud to tell others I work for my school', 'This is a good school' and 'I would recommend my school as a good place to work'. Students indicate 100.0 per cent agreement with 'My teachers expect me to do my best' and 'I am getting a good education at my school'.

**Staff members are committed to supporting improved learning outcomes for students.**

There is a united purpose and commitment of staff to student learning, and an underpinning belief that all students are able to learn and achieve successfully through a culture of high quality teaching and systems that support learning achievement. Parents recognise that staff are highly visible across the school, working closely with parents, students and the wider community. Parents articulate that staff members demonstrate dedication, commitment and support for students and that this is strongly valued within the school community.

**The Explicit Improvement Agenda (EIA) is reflected in the Annual Implementation Plan (AIP) and outlines the major improvement priority as consistent improvement in the teaching and learning of reading.**

The minor improvement priority areas of the EIA include embedding the improvement strategies in the teaching and learning of numeracy and building a teaching and learning culture. Teaching staff members clearly articulate that reading is the school's priority improvement area. Teachers indicate that they are unsure of some of the strategies to be used to improve student achievement in the major priority area of reading, including implementation timelines and targets.

**The school's 2019 curriculum and assessment plan is aligned to the Australian Curriculum (AC).**

Teaching staff members utilise the school's curriculum planning process to develop the teaching and learning sequence of the intended curriculum. Half-day planning sessions known as pre-moderation are provided to teachers in year levels to plan units of work for the upcoming term. The leadership team acknowledges that the curriculum plan requires further development to include areas of the general capabilities and cross-curriculum priorities of the AC.



**The school's pedagogical framework is based on a number of research-based approaches.**

The main pedagogies implemented at the school include Explicit Instruction (EI), the Gradual Release of Responsibility (GRR) model and Hattie's<sup>1</sup> visible learning with a focus on learning intentions and success criteria. Teachers articulate that their understanding and implementation of the pedagogical framework are developing. Staff members indicate that clarity regarding the expected practices of the pedagogy framework is emerging.

**There is acknowledgement from the leadership team that high quality teaching is the key to student learning improvement.**

Teachers express that Professional Development (PD) opportunities are provided to staff members to support the implementation of programs and teaching strategies implemented at the school. A process of learning walks is conducted each term to provide feedback to staff regarding student learning progress. The ongoing detailed feedback on classroom practice including the routine evaluation of the effectiveness of the expected pedagogical practice to inform adjustments to teaching is yet to be systematically implemented.

**The principal and staff members express the belief that all students are capable of learning successfully when motivated and given the appropriate support and opportunities to demonstrate their learning.**

The school is inclusive in its approach towards supporting all students. Teachers work to provide curriculum at the appropriate level for students' needs. Individual Curriculum Plans (ICP) are developed for students identified as operating below year level standards. ICPs are developed in collaboration with parents, specialist staff and the class teacher. The leadership team acknowledges that a review of the school's ICP policy is required to ensure appropriate identification and support processes are implemented at the school.

**Students speak positively of the efforts of their teachers and teacher aides in providing interesting and engaging learning opportunities.**

Students articulate that feedback from their teacher helps to provide them with an understanding of how they are progressing with their learning. Teachers welcome the inclusion of all students in the classroom, including those requiring additional learning support. Parents comment that their child is happy at school and extremely well supported by staff members.

**The school actively works to strengthen learning and wellbeing outcomes for students through effective partnerships between staff, students, parents and the wider-community.**

There are a large number of community partnerships at the school that focus on enhancing student learning experiences and outcomes. Engagement with and participation in the wider

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<sup>1</sup> Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.



community is a focus for staff, students and families. School leaders continue to seek ways to further build parent relationships and community partnerships in the pursuit of student learning achievement.





## 2.2 Key improvement strategies

Collaboratively develop a narrow EIA using school performance data that includes targets, agreed strategies for implementation, timelines and success checks.

Collaboratively refine and strengthen the whole-school curriculum and assessment plan to include all elements of the AC, including the general capabilities and cross-curriculum priorities that are responsive to local needs and will further engage and challenge the full range of students.

Review and refine the school's pedagogical framework to include agreed practices that are aligned to the EIA.

Collaboratively develop an agreed systematic and formalised model for teacher observation, feedback and coaching, aligned to the EIA.

Review the processes regarding the identification, development and implementation of ICPs, including the support strategies and resources for classroom teachers.