School Improvement Unit Report

Allenstown State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Allenstown State School from 28 to 30 July 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>Upper Dawson Road, Allenstown</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Central Queensland</td>
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<tr>
<td>The school opened in:</td>
<td>16 July 1877</td>
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<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>344</td>
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<td>Indigenous enrolments:</td>
<td>22 per cent</td>
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<td>Students with disability enrolments:</td>
<td>8 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>916</td>
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<td>Year principal appointed:</td>
<td>July 2015 (Acting)</td>
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<td>Number of teachers:</td>
<td>14</td>
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<tr>
<td>Nearby schools:</td>
<td>Rockhampton State High School, Crescent Lagoon State School, The Hall State School</td>
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<td>Significant community partnerships:</td>
<td>The Smith Family, Allies Early Years, Police Liaison Officer</td>
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<td>Unique school programs:</td>
<td>Breakfast club, Playgroup Australia, Wellbeing Programs</td>
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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
  - Business Services Manager (BSM)
  - Guidance officer
  - 20 class teachers and specialist teachers
  - Five teacher aides
  - Two administration officers and five ancillary staff
  - 35 students
  - School chaplain
  - Parents and Citizens’ Association (P&C) president and 14 parents

1.4 Review team

Lyal Giles Internal reviewer, SIU (Review chair)
Michelle D’Netto Internal reviewer, SIU
Pam Hall External reviewer
2. Executive summary

2.1 Key findings

- **Staff at Allenstown State School are committed to providing students with a caring and supportive learning environment.**

  School leadership and staff identify that nurturing relationships are an important school focus. Most teachers identified that they felt supported in the management of student behaviour.

- **The school has an improvement agenda focused on reading, writing and numeracy.**

  The school leadership team has developed a school improvement agenda. This agenda is recognised as improving students’ results in reading, writing and numeracy. Most teachers could identify the priority areas but were unclear of what targets and timelines were linked to the improvement agendas.

- **School Wide Positive Behaviour Support across the school is having a positive influence on the behaviour of students.**

  The school has adopted School Wide Positive Behaviour Support (SWPBS) as a foundation to develop a supportive learning and teaching environment. The SWPBS team has recently reviewed behaviour management strategies and responses across the school and subsequently introduced new processes. There is evidence of some inconsistency in the implementation of the processes and procedures amongst staff. Despite the improvement, teachers identified that disruptive student behaviour was impacting on student learning.

- **The school has extensive documentation that supports curriculum and pedagogy.**

  The school has a documented whole school curriculum framework and overview. The curriculum framework is drawn from Curriculum into the Classroom (C2C) resource and provides direction in regards to subject area content and units across key learning areas.

  Documentation provides evidence of a kit of pedagogical resources based on the Dimensions of Teaching and Learning (DoTL) and Productive Pedagogies applied with the Gradual Release of Responsibility model. The leadership team recognises that teaching practices and curriculum implementation are the key to student improvement and are developing systems to monitor consistent practice.

- **The staff recognise and appreciate collegial feedback from their peers.**

  The school has developed opportunities for teachers to work together and learn from each other through twice a term collegial visits, called Allie’s Chats. The school is yet to develop formal coaching and feedback processes that align to the school improvement agenda.
The school has developed strong partnerships to support students’ learning and well-being.

The guidance officer, chaplain and special education program teachers provide support and programs for student mental health and wellbeing. They access external funding, programs, personnel, and resources to support students. These programs are highly valued by staff, students and parents.
2.2 Key improvement strategies

- Narrow and sharpen the school’s improvement agenda so that staff can embed strategies and teaching practices consistently across the school. Link the improvement agenda to clear timelines and targets to closely monitor school improvement.

- Seek external support to provide coaching and mentoring to the leadership team to develop a cohesive and united approach in order to gain momentum to drive the school improvement agenda. Through this process develop specific role descriptions for each member of the leadership team.

- Implement and resource a research-based school-wide social and emotional well-being program that aligns with the SWPBS process and is embedded within each classroom. Monitor this program through the establishment of school-wide data collection in these areas.

- Collaboratively develop a consistent coaching and feedback model to provide all staff with the support to drive high quality instruction that aligns to the school improvement agenda.

- Monitor the planning and implementation of the intended curriculum through the year level planning and data days ensuring the alignment of the Australian Curriculum to the modified C2C units and the needs of the students.