Mount Alford State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Mount Alford State School** from **2** to **3 November 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 Lead Principal 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

Leah Mullane   Internal reviewer, EIB (review chair)

David Routh   Peer reviewer

1.2 School context

Location:	Reckumpilla Street, Mount Alford
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	42
Indigenous enrolment percentage:	5 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 10 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 15 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	997
Year principal appointed:	2015

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, four teacher aides, Speech Language Pathologist (SLP), guidance officer, Business Manager (BM), chaplain, 15 parents and 22 students.

Community and business groups:

- Representatives of Australian Army Military Intelligence Museum, and president, vice president and treasurer of the Parents and Citizens' Association (P&C).

Partner schools and other educational providers:

- Principals of Boonah State High School and Aratula State School.

Government and departmental representatives:

- Federal Member for Wright and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Opinion Survey
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 1, 2021)
Part-time education plan	School budget overview
School improvement targets	Curriculum planning documents
School pedagogical framework	School differentiation plan or flowchart
Student Code of Conduct	Professional development plans
Personalised Learning Plans	School newsletters and website
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework
Individual Curriculum Plan	

2. Executive summary

2.1 Key findings

Student and staff relationships are prioritised as the key to improving student learning and wellbeing.

Members of the school community describe the school as having a positive reputation for the level of care of staff in supporting all students. Parents express positivity in their comments regarding the school and articulate high levels of satisfaction with the relationship development and the knowledge of their child's education displayed by staff members. Parents express appreciation for the amount of individual attention students receive and the level of attention displayed by staff in supporting the achievement of every student. Students describe teachers as kind, helpful and caring.

School leaders articulate the importance of highly effective teaching to improve student learning and outcomes.

The principal indicates that Sharratt's[1] Clarity is a key resource for improving the teaching and learning practice implemented at the school. Teachers have worked collaboratively within the staff team to develop their understanding of the visible learning practices and build their capability in implementing the strategies within their classrooms. Teachers describe learning intentions and success criteria, anchor charts and 'Bump it up' walls as effective strategies in supporting students to become assessment-literate learners. Teachers articulate that the utilisation of the visible learning strategies has helped to build student understanding and ownership of their learning and improve student Level of Achievement (LOA) outcomes.

Staff members express a commitment to implementing the school's improvement agenda.

The 2021 Annual Implementation Plan (AIP) includes two priorities of increasing A-B English attainment through high quality English instruction and improving educational outcomes for diverse learners. Staff articulate an understanding of the school's Explicit Improvement Agenda (EIA) as improving LOA within English. Staff members describe some actions in relation to the EIA and discuss the classroom practices enacted to support student improvement. A strong understanding of the actions and strategies for implementing the school's EIA is yet to be clearly articulated by all staff members.

Staff members understand the importance of systematic curriculum delivery in supporting the improvement of student learning outcomes.

The whole-school Curriculum Assessment and Reporting Plan (CARP) was developed collaboratively with the principal and teachers. The plan outlines for teachers which units are to be implemented and when. Curriculum into the Classroom (C2C) P-6 model and banded

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[1] Sharratt, L. (2019). *Clarity: What matters most in learning, teaching and leading.* Corwin.

year level resources are utilised when implementing curriculum units. Some year level plans are yet to align with the current units and cover all elements of the achievement standard across all learning areas. The principal indicates that with the change to the P-6 model, there is a need to review and update the plan for curriculum unit implementation to align with the school's current practices.

Teachers work to make learning engaging and relevant for students.

Teachers utilise the C2C unit plans as a resource when implementing the Australian Curriculum (AC) in classrooms. They download the units and review the needs within the unit assessment tasks. Teachers make decisions regarding the content required for teaching and the sequence of delivery. Backward mapping processes are implemented to ensure students are taught the skills required for the assessment task. A whole-school approach for the consistent unpacking and planning of curriculum units, including differentiation, AC alignment and sequence of delivery is yet to be developed and implemented.

The principal and teachers use student achievement data to enhance and improve learning outcomes for all students.

The principal articulates the importance of data analysis conversations within the staff team to develop understanding of student improvement and achievement. Some teachers indicate that data conversations with colleagues occur at staff meetings. A digital data wall has been employed by the principal to develop a point of reference to track student achievement and to be utilised within data discussions. The principal shares a range of data sets with teachers during staff meetings to review whole-school trends. These include National Assessment Program – Literacy and Numeracy (NAPLAN) and LOA data. The principal expresses a desire to extend data analysis conversations with teachers to explore class trends to inform targeted teaching and learning within classrooms.

Teachers are committed to engaging students in learning that is differentiated to meet their needs.

A range of differentiation strategies is enacted within classrooms including ability grouping, utilisation of levelled resources, extended content, and providing students with engaging and suitable learning environments and resources. Teachers document their unit-based differentiation within their daily planning. Some teachers articulate that differentiation occurs naturally within the classroom environment. A consistent approach to the planning, documentation and enactment of unit-based differentiation to support and extend students is yet to be developed.

The staff team is united in their vision for school improvement.

Staff share a consistent understanding of the school's improvement agenda and are dedicated to the ongoing implementation of strategies to support student learning. The staff team is committed to supporting every student to improve and succeed by providing a safe and engaging space to promote student learning and wellbeing. Staff members express appreciation for the hardworking nature of their colleagues, who work collaboratively to

improve outcomes for students. The principal acknowledges the dedication and professionalism of the staff team.

Individual student needs are supported through a focus on student data and targeted support strategies.

The school is devoted to supporting students to improve educational outcomes. Staff proudly discuss the school's capacity to provide personalised learning for students within the multi-age approach. A strong focus on individual student data sets is enacted during the school's case management process. Staff actively engage in professional conversations to develop strategies that support the individual needs of all students. Staff members know students well and take the time to build positive relationships to support learning and engagement.

2.2 Key improvement strategies

Strengthen staff understanding of the actions and strategies for the implementation of the EIA aligned to staff roles, responsibilities and accountabilities.

Review and update the whole-school CARP to outline a cyclic plan for the implementation of curriculum units, with aligned year level and band plans to ensure coverage of the AC across all learning areas.

Develop consistent expectations for the unpacking and planning of curriculum units, including AC alignment, differentiation, and sequence of delivery.

Strengthen teacher capability in the analysis of whole-class LOA data trends to inform differentiated teaching and learning practices.

Develop consistent processes for the documentation and implementation of unit-based differentiation, including support and extension.