Algester 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 **Algester State School** from **12** to **15 October 2020**.

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 EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Anthony Palmer	Internal reviewer, EIB (review chair)
Shannon Lusk	Peer reviewer
David Manttan	External reviewer

1.2 School context

Location:	Endiandra Street, Algester	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	985	
Indigenous enrolment percentage:	3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1037	
Year principal appointed:	2015	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two Heads of Curriculum (HOC), Head of Special Education Services (HOSES), two Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM), three administration officers, Speech Language Pathologist (SLP), 49 teachers, 19 teacher aides, three cleaners, Information and Communication Technology (ICT) officer, schools officer, 40 parents and 109 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, P&C liaison officer/uniform shop convenor, tuckshop convenor, tuckshop assistant, Ozwhite Fences representative and Apple representative.

Partner schools and other educational providers:

- Goodstart Early Learning Child Care Centre Algester director, Calamvale Community College deputy principal and Queensland University of Technology (QUT) senior lecturer.

Government and departmental representatives:

- State Member for Algester, Federal Member for Rankin and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	School Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
Curriculum OneNote	School differentiation planner
School pedagogical frameworks	Professional development plans
School assessment plan	School website and School Stream
School Opinion Survey	Student Code of Conduct
School Annual Reports	Individual Curriculum Plan (ICP) flowchart
Reading, assessment and accountable talk folders	Excel data tracking sheet

2. Executive summary

2.1 Key findings

The school is driven by a deep belief that every student is capable of successful learning.

Staff members work tirelessly to maintain a learning environment that is innovative, inclusive and respectful. The ethos of the school is built around high expectations, a commitment to success for all students and support for a range of learners and learning needs. The school's considered development of iLearning provides opportunities for students to demonstrate knowledge and skills in a range of ways. The school has prioritised resourcing to support identified improvement priorities. School leaders discuss the significant investment made in recent years to provide and develop human and physical resources to support student learning.

Staff members express a genuine desire to engage in continuous improvement of their professional capabilities.

The school has established a culture of peer coaching and support for all teaching staff in the school. Beginning teachers report that they feel supported and quickly develop relationships with their colleagues enabling them to easily discuss any concerns and issues openly and to request support. Teachers are highly appreciative of the support they receive through Professional Development (PD), Watching Others Work (WOW), peer coaching and instructional coaching. The level of support provided is highly valued and is described as 'being able to anticipate needs before they are articulated'. Teachers indicate they feel confident and knowledgeable as part of a year level teaching cohort.

A coherent and sequenced plan for curriculum delivery aligned to the Australian Curriculum (AC) is developed.

School leaders describe implementing Purposefully Connected Curriculum (PCC) to introduce and promote an inquiry-based approach to learning. School leaders and staff members describe PCC as a way to reduce clutter and workload in the curriculum through the alignment of learning areas, and articulate a desire to continue to develop and expand this area of work. School leaders identify the importance of strengthening staff member knowledge, understanding and use of the AC, including the general capabilities and cross-curriculum priorities. An alignment planning process has recently been introduced to support teachers to deepen their understanding of the AC.

The leadership team places a high priority on quality teaching.

School leaders utilise research-based teaching practices to support the achievement of high expectations for every student's learning. Teachers appreciate the professional learning that supports implementation. Digital pedagogies have been identified and developed in the school to support collaboration in learning between students, teachers and parents, increase engagement and motivation, allow learner-centred voice and choice, whilst improving learning outcomes. Teachers report using Age-appropriate pedagogies (AAP) in the early

years of schooling. School leaders detail the intention to consider the implementation of AAP across all year levels in the school. School leaders articulate a desire to further build staff knowledge and understanding of identified pedagogical practices and approaches, including AAP and digital pedagogies.

The school exhibits an inclusive philosophy with programs developed and resources deployed to maximise learning and wellbeing.

There is a belief across the school that every student will learn and achieve if provided with appropriate learning opportunities, motivation, engagement and support. Staff members acknowledge that while students will progress at different stages and rates in their learning, all students are able to experience success. School leaders articulate the opportunity to collaboratively develop, document and communicate a shared, whole-school vision for inclusion with the school and wider community, sharing and celebrating inclusive practices throughout the school.

The school is implementing Positive Behaviour for Learning (PBL).

Staff members speak positively of the impact of implementing a positive approach to student behaviour. The three school behaviour expectations of *'Respect for self, Respect for others and Respect for place'* are known and understood by students, staff and most parents. These expectations are visible throughout the school and contribute to the climate of high expectations and a supportive environment. School leaders articulate the importance of strengthening the knowledge and understanding of all staff members to consistently embed PBL practices.

The principal, school leaders and staff members are united and committed to improving outcomes for all students at the school.

The principal acknowledges the importance of systematically reviewing the effectiveness of school initiatives and programs to determine their impact on improving student learning and performance. School leaders discuss the desire to replicate the extensive efforts and work undertaken in the learning area of English in other learning areas. The principal articulates the opportunity to consider learnings and achievements from the current improvement focus, including structures and approaches, to be scaled to other improvement areas.

A high priority is given to building and maintaining positive and caring relationships.

There is a strong collegial culture of mutual trust and support amongst teachers and school leaders. Parents are treated as partners in the promotion of student learning and wellbeing. The school works to maintain a learning environment that is safe, respectful, tolerant, and inclusive, and one that promotes intellectual rigour. Interactions between staff members, students, parents and families are caring, polite and inclusive.

The school is recognised as an Apple Distinguished School.

Building on several years of work introducing and utilising iPads for learning and developing digital pedagogies, the school has sought to enhance student learning with a one-to-one iPad program. School leaders share the vision of developing students' knowledge and digital

skills to become critical and creative thinkers, collaborators and problem solvers in the 21st Century workforce. The school has established and values its relationships with Apple and Queensland University of Technology (QUT), based on mutual respect, reciprocity and being a critical friend. These partnerships support the school to advance pedagogies, differentiation and learning, leading to improved outcomes.

2.2 Key improvement strategies

Strengthen staff understanding of the AC, including general capabilities and cross-curriculum priorities, to further support the PCC approach and the alignment of curriculum and assessment.

Support and promote the development of identified pedagogical practices and approaches, including AAP and digital pedagogies, to further build staff knowledge and understanding.

Collaboratively explore, develop, document and communicate the school's philosophy and vision for inclusive education, sharing and celebrating inclusive practices across the school.

Strengthen knowledge and understanding of all staff members to consistently embed PBL practices.

Apply learnings from current school improvement priorities and achievements, including systems, structures and approaches, to be scaled to future improvement areas.