

Alger State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Alger State School acknowledges the Yerongpan Clan of the Yuggera language group who are the Traditional Custodians of South Brisbane.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	938
Indigenous enrolments	4.1%
Students with disability	14.4%
Index of Community Socio-Educational Advantage (ICSEA) value	1045

About the review

 4 reviewers from 3 to 5 September 2024	 244 participants	 65 school staff
 132 students	 35 parents and carers	 12 community members and stakeholders

Key improvement strategies

<p>Domain 1: Driving an explicit improvement agenda Create action plans with associated targets that are regularly monitored for impact to clarify roles, responsibilities and accountabilities of leaders in implementing the improvement agenda.</p> <p>Domain 8: Implementing effective pedagogical practices Prioritise opportunities for teachers and leaders to discuss student learning data in relation to the principles of pedagogy to identify effective pedagogies for learning areas and learners.</p> <p>Domain 7: Differentiating teaching and learning Further develop and embed the co-teaching model to build collective capability to support all students to access and progress through the curriculum.</p> <p>Domain 3: Promoting a culture of learning Explore ways to collaboratively identify and implement a range of Tier 1 Positive Behaviour for Learning strategies to foster shared ownership for and consistent implementation of agreed strategies.</p> <p>Domain 5: Building an expert teaching team Embed regular opportunities for teachers and leaders to partner purposefully in classrooms to support teachers' professional growth and leaders' line of sight into prioritised classroom practices.</p>
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Key affirmations



Teachers and leaders praise the meticulous approach to curriculum development.

School leaders describe a deliberate, collaborative approach to unit planning that includes teachers, inclusion staff, teacher aides and leaders. They explain how the investment in this time deepens teachers' knowledge of their year level curriculum. Teachers speak positively of the collegial nature of these sessions to unpack curriculum with their colleagues and leaders. They praise the leadership of the Heads of Department – Curriculum (HOD-C) in guiding this learning.



Leaders proudly talk about being recognised as an Apple Distinguished School.

Teachers outline how they consciously work to enhance student learning through the creative use of digital tools. Students speak of the benefits of being able to participate in, and demonstrate, their learning using digital devices and tools, and comment that using iPads engages them in their learning. Student 'iAssistants' describe feeling valued and express they enjoy supporting teachers and other students in the use of iPads. The HOD-Cs describe a significant partnership with Apple that supports the use of technologies. Apple has provided strategic support and professional learning for staff and students.



Teachers speak of a culture of collegiality, collaboration and lifelong learning.

Teachers praise formal and informal opportunities to work with colleagues and leaders in curriculum, teaching and learning. Leaders describe how they are deliberately embedding the school values of trust and respect through this process. They outline how the model of coaching enables staff to engage in a range of capability development activities aligned to their personal learning needs. Teachers describe engaging in collegial engagement strategies such as coaching, mentoring and Watching Others Work. They indicate this is assisting them to develop their skills in identified areas of their professional practice.



Students praise teaching staff as engaging, caring, kind and inclusive.

Students speak positively of their relationships with teachers and staff. They express appreciation for how their 'teachers expect them to do their best'. Students explain, one of the best parts of the school is the wide range of extra- and co-curricular opportunities provided, including sporting, cultural, arts, and academic activities. Students praise staff who commit to providing these extracurricular activities.