

Alexandra Hills State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1.2 School context

Location:	Princeton Avenue, Alexandra Hills
Education region:	South East Region
Year opened:	1975
Year levels:	Prep to Year 6
Enrolment:	185
Indigenous enrolment percentage:	12 per cent
Students with disability enrolment percentage:	9.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	991
Year principal appointed:	2014
Full-time equivalent staff:	14
Significant partner schools:	Alexandra Hills State High School
Significant community partnerships:	Smith Family, Rose Rainbow, Rock Church, Redland City Council, Indigiscapes, Scripture Union, Brisbane Broncos
Significant school programs:	Lizard Lounge, Coding lessons (<i>Scope IT</i>), Broncos Mentor Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, inclusion teacher, Business Manager (BM) – small schools, administration officer, Positive Behaviour for Learning (PBL) team leader, 10 classroom teachers, four teacher aides, Parents and Citizens' Association (P&C) president, vice president and secretary, six parents and 38 students.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2016-2019
Investing for Success 2017	School Data Profile (Semester 1, 2017)
OneSchool	School budget overview
School assessment schedule	School newsletters and website
School improvement targets	School differentiation framework
Responsible Behaviour Plan	Support, Growth and Improvement Plans
School Opinion Survey	Explicit teaching of the Big 6
Headline Indicators (Semester 1, 2017 release)	Reading Action Plan
Instructional reading routines and practices placemat	



2. Executive summary

2.1 Key findings

Staff members are committed to improving student performance.

There is a belief that, given structured opportunities and targeted support, all students are capable of learning. All staff members demonstrate an understanding of the need to nurture positive and caring relationships to build mutually respectful interactions across the school community. Parents talk positively about the school and acknowledge the impact of positive teacher-student relationships on learning outcomes.

The principal and staff members describe an emerging school culture that values professional behaviour and continuous learning.

Staff members articulate that priority has been given to the rebuilding of a professional culture that supports strong collegial networks based on trust and mutual support. The principal and staff members indicate that there is willingness within the staff to work in teams and engage in discussions that impact on whole-school practice. Teachers express an appreciation for the opportunity to work in Professional Learning Communities (PLC) that focus on the further development of classroom pedagogy in reading.

The school's Explicit Improvement Agenda (EIA) is reflected in the 2017 Annual Implementation Plan (AIP).

The AIP focuses on the priorities of improved communication, building a positive school culture and a whole-school focus on English including strategies, actions, targets and timelines, and details the responsible officers for the identified areas of improvement. All staff members report that a strategic reading focus is present in the school with consistency building across expectations and practice within this identified improvement agenda.

Staff members recognise that quality teaching is the key to improving student outcomes, and are focused on improvements in pedagogy in the areas of reading.

School leaders and teachers have identified the need to develop a research-based pedagogical framework. Some teachers articulate the need to review the whole-school reading framework to ensure consistency of expectations and processes in classroom practice ensuring alignment with the school's pedagogical framework.

The school has developed and is implementing a new assessment schedule for the systematic collection of a range of student outcome data including diagnostic test data.

School leaders and teachers articulate different levels of understanding in utilising the collected data to inform planning for differentiation. Teachers are yet to be involved in data conversations as drivers for evaluating and informing pedagogical practice. Some teachers indicate that regular cycles of analysing and monitoring student improvement would be beneficial.



School leaders recognise the need to build engagement with parents to encourage active parent participation and support in student engagement and teaching and learning.

The school values parent engagement and seeks to connect through a range of processes and events including newsletters, school website, community events and targeted parent workshops. The school has formed a number of productive partnerships with local organisations and groups to benefit students and families.



2.2 Key improvement strategies

Sustain the narrow and sharp focus of the EIA on reading to embed a school-wide understanding of, and commitment to, identified priorities and targets and communicate these to the community.

Collaboratively develop an agreed pedagogical framework to ensure all teachers have a clear understanding of agreed high-yield strategies for consistent implementation in all classrooms.

Schedule regular focused data analysis meetings aligned to the EIA to enable in-depth discussions to inform teaching practice and to develop collective responsibility for student improvement.