

# Aloomba State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Aloomba State School** from **4 to 5 June 2018**.

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 consider 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 Principal Coach to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Darren Marsh	Internal reviewer, SIU (review chair)
Naomi Meerwald	Peer reviewer



## 1.2 School context

<b>Location:</b>	Nielsen Street, Alooomba
<b>Education region:</b>	Far North Queensland Region
<b>Year opened:</b>	1899
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	91
<b>Indigenous enrolment percentage:</b>	2 per cent
<b>Students with disability enrolment percentage:</b>	2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1013
<b>Year principal appointed:</b>	2001
<b>Full-time equivalent staff:</b>	5.62
<b>Significant partner schools:</b>	Babinda cluster, Gordonvale State High School
<b>Significant community partnerships:</b>	Cairns Regional Council
<b>Significant school programs:</b>	Robotics, coding, writing extension program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), cleaner, four classroom teachers, Teacher Relief Scheme (TRS) teacher, Language Other Than English (LOTE) teacher, guidance officer, two teacher aides, Parent and Citizens' Association (P&C) president and secretary, two administration officers, 48 students and 18 parents.

Community and business groups:

- Early Childhood Centre representative.

Partner schools and other educational providers:

- Gordonvale State High School transition coordinator.

Government and departmental representatives:

- Principal Coach.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Responsible Behaviour Plan for Students
Investing for Success 2018	Strategic Plan 2017-2020
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School Budget Overview
School newsletters and website	Curriculum planning documents
Whole-School Curriculum Plan P-6	School Opinion Survey
Assessment Plan	Interim report card
Annual Performance Development Plans	Aloomba State School Pedagogical Framework
Whole School Professional Development Plan	



## 2. Executive summary

### 2.1 Key findings

**Members of the school community, parents, staff members and students display enormous pride in the school.**

Members of the school community, parents, staff members and students display enormous pride in the school and the focal point that it plays in the education of all students. Parents and students are satisfied with the education that is provided at the school. The principal and staff members articulate that they are committed to community partnerships that enhance student learning.

**School staff are recognised within the community as being approachable, highly visible and acknowledged for working closely with students and families.**

Parents express the view that staff have a genuine dedication that is strongly valued within the school community. Staff members are committed to providing a caring and supportive educational environment. There is a strong commitment to the continued development of student wellbeing and improved student learning outcomes.

**A strong and positive culture amongst staff members, students and the community is apparent in the school.**

The school has experienced an increase in enrolments in the past years as the reputation of the school has grown within and outside the local community. The tone of the school is calm, friendly and well organised. Students interact in a polite and friendly manner. There is a strong sense of 'team' amongst the teachers and a belief in students' ability to learn.

**The school is implementing an improvement agenda that is outlined in the Annual Implementation Plan (AIP) 2018.**

The priority areas include writing, and connecting parents and caregivers with their child's learning. Teaching staff articulate that reading has been a recent priority for improvement. Expectations regarding behaviour, student organisation and bookwork are clearly established for students in each year level to engage in daily learning activities. Teachers are not yet clear of the strategies implemented to support the improvement areas. Staff members express a commitment to further develop their practice in the implementation of the improvement strategies.

**Curriculum delivery is designed to meet the range of learning needs of all students across the multi-age setting.**

The school places a high level of importance on ensuring students understand the 'basics' across literacy and numeracy. School staff describe the importance of implementing various programs to maximise student learning and engagement. Teaching staff are focused on working towards developing a deeper understanding of the Australian Curriculum (AC) across year levels.



**The school utilises Curriculum into the Classroom (C2C) units for each available learning area with reference to the AC.**

The school references the C2C through a Whole School Curriculum Plan Prep to Year 6 aligned to version 8 of the AC. Processes to plan and implement version 8 of the AC across the school is identified as an area of continued development. A range of programs is currently implemented that support the implementation of the AC to maximise student learning outcomes.

**The school pedagogical framework is based on five pillars and is aligned to the regional teaching and learning framework.**

The pillars include: teachers are the key, success breeds success, no blame, professional learning, and alignment of school processes. Staff members describe positively the Professional Development (PD) opportunities that are provided to support the implementation of programs and strategies across the school. Staff members articulate that their understanding and implementation of a school-based pedagogical framework would benefit from further development.

**An assessment plan is utilised to collect a range of student performance data across the school.**

The principal acknowledges the importance of a school-wide system that enables the collection, analysis and discussion of student outcome, attendance, behaviour and wellbeing data. The weekly staff meeting is viewed as a means for further discussion in relation to student achievement and wellbeing. Whole-school analysis and discussion of data occurs formally and informally within the school.

**The grounds are immaculate and the learning environment is welcoming across all classrooms.**

The school presents creative and innovative learning environments through its use of robotics and coding, science and the use of digital technologies. Students articulate their enjoyment and engagement in the learning environment and the opportunity to extend their thinking.

**The school is the hub of the community with a strong and productive Parents and Citizens' Association (P&C).**

Regular fundraising events are organised by the P&C with staff support and collaboration. Funds raised by the P&C are used to improve facilities and purchase resources to support student learning. Community members are welcomed as volunteers into the learning environment and their contributions are valued.



## 2.2 Key improvement strategies

Collaboratively develop a narrow Explicit Improvement Agenda (EIA) that identifies key improvement areas with targets, role and responsibilities, agreed strategies for implementation, monitoring systems and timelines.

Deepen understanding for staff members of all the elements of the AC, such as content descriptions, achievements standards, assessment tasks and Guide to Making Judgements (GTMJ), to inform curriculum planning, assessment and GTMJ that are quality assured against the AC.

Develop a whole-school curriculum plan that vertically aligns learning, links content, resources and assessment, and details what and when AC elements are delivered.

Review the school pedagogical framework and build teacher skill in relation to identified pedagogical strategies and expected practices that are aligned to the EIA.

Provide PD opportunities to build staff data literacy skills to enable the interpretation, analysis and discussion of class data to inform starting points as well as the next steps for learning and self-reflection on teaching practice.