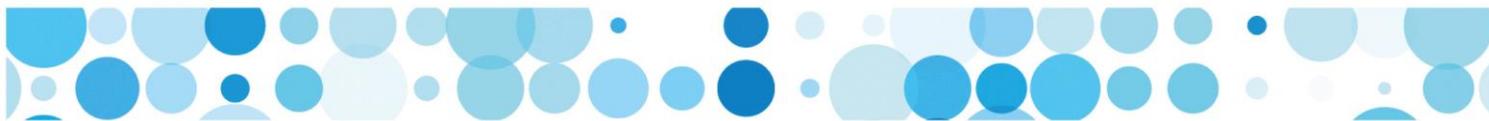


Alexandra Bay State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Alexandra Bay State School** from **23 to 25 May 2022**.

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)
Tilleea Hoskins	Peer reviewer
Katrina Egerton	Peer reviewer



1.2 School context

Indigenous land name:	Jalunji-Warra
Location:	Cape Tribulation Road, Diwan
Education region:	Far North Queensland Region
Year levels:	Kindergarten to Year 6
Enrolment:	18 students plus 1 kindergarten
Indigenous enrolment percentage:	5 per cent
Students with disability percentage:	16 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1005
Year principal appointed:	2020 (acting)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), Head of Special Education Services (HOSES), guidance officer, two teachers, three teacher aides, seven parents and 13 students.

Community and business groups:

- Local playgroup coordinator and Parents and Citizens' Association (P&C) president.

Partner schools and other educational providers:

- Principal of Mossman State School.

Government and departmental representatives:

- Mayor of Douglas Shire, Early Years Support, State Delivered Kindergarten (SDK) Advisor, Principal Advisor – Teaching and Learning (PATaL) and Lead Principal.



2. Executive summary

2.1 Key findings

Staff members, parents, and community members express pride in the school.

Parents and families are recognised as important members of the school community and partners in their child's education. Staff members articulate an understanding of the importance of developing positive relationships within and outside the school gate to support student learning. Partnerships with Indigenous groups, parents, local residents, community programs and local businesses are seen as integral for the school. Some Indigenous parents work with the school to create locally relevant learning experiences and a culturally safe learning environment for their child. Parents speak highly of the school, expressing that they are welcomed into the life of the school, and feel comfortable in approaching staff members.

Staff members articulate the development of caring and supportive relationships as key to engaging students in learning.

Staff members are committed to creating and maintaining a safe and supportive learning environment for all students. Interactions between staff members and students are positive and respectful within the classroom and playground. Staff members describe a range of strategies utilised within the school to build and maintain relationships that support students to improve and succeed. Students describe teachers as kind, caring and helpful.

The strategic plan identifies a vision that aims to provide a caring, safe and productive learning environment where students are able to experience success and feel proud of their efforts and school.

The combined Annual Implementation Plan (AIP) and Quality Improvement Plan (QIP) detail the key improvement priorities for 2022 including teaching, capability, partners, wellbeing, inclusion, and performance. Staff members articulate reading, writing and spelling as the school's Explicit Improvement Agenda (EIA). They discuss an array of strategies enacted within the classroom to support the improvement of students' literacy skills. The AIP documents 50 strategies with aligned actions, frameworks, performance measures and planned educator learning. A sharp and narrow EIA outlining the roles, responsibilities and accountabilities of staff in enacting key actions within set timelines across the year is yet to be developed.

Teachers articulate the importance of collecting data for understanding students' starting points for learning and tracking individual progress.

Teachers utilise a data wall to engage in discussions relating to individual student progress and achievement, and identify targeted strategies for student goals. Teachers use a range of diagnostic data to inform differentiated literacy groups. Teachers articulate that due to the multi-age setting the needs of students are well understood. A clear understanding of the utilisation of Level of Achievement (LOA) data and other data sets to inform teaching and learning cycles is yet to be articulated by teachers.



Teachers are dedicated to ensuring students are engaged in relevant, contextualised learning experiences aligned to the Queensland Kindergarten Learning Guideline (QKLG) and Australian Curriculum (AC).

The school has developed a sequenced plan for curriculum delivery in collaboration with the regional Principal Advisor – Teaching and Learning (PATaL), outlining what and when teachers should teach and students should learn. At the start of each term, teachers and the principal complete beginning moderation processes for English and mathematics. Teaching staff undertake informal moderation processes as a part of teacher meetings. The principal identifies a desire to re-engage in moderation with the Douglas cluster of schools, utilising technology for a more accessible and consistent approach.

Staff members articulate a dedication to supporting all students to improve and succeed.

Teachers create a range of adjustments for students with disability to enable access to year level learning. Adjustments include the use of Information and Communication Technology (ICT), scribing, oral language opportunities, speech-to-text and hands-on learning experiences. Some adjustments for students with disability are documented in Personalised Learning Plans (PLP) on OneSchool. The principal expresses a desire to strengthen the Nationally Consistent Collection of Data on School Students with Disability (NCCD) processes and recording of individual adjustments within the school. Formal processes for the collaborative review of student needs, identification of support strategies, development of Individual Support Plans (ISP) and external referrals are yet to be developed.

The principal identifies the importance of building staff skills and capability to support the learning needs of all students.

Teaching staff undertake Professional Development (PD) as a part of staff meetings, with teacher aides are invited to attend these meetings. Teaching staff indicate that they have undertaken PD as identified in informal discussions. Some staff members articulate they are able to ask for PD when as required and would appreciate further opportunities to participate in professional learning. A professional learning plan has been developed by the principal. The principal acknowledges the need to link the school's EIA and Annual Performance Development Plans (APDP) to the professional learning plan with clear timelines for enactment by all staff members.

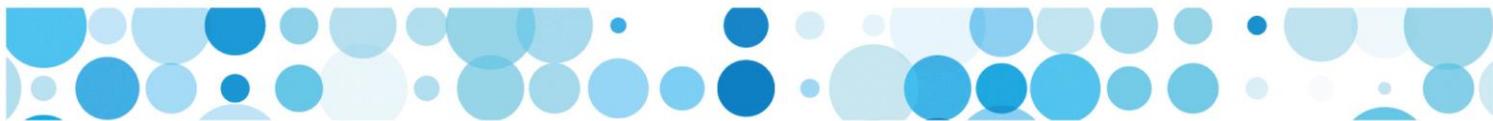
Staff members describe the school as a positive and collegial environment to work.

The school has an experienced and dynamic team of staff. Staff members are dedicated and committed to student learning and are valued by students and the community. Staff members describe a collegial environment where students are central to their work. Formal and informal teacher meetings provide a forum to discuss student and school needs. The principal is described by staff, parents and community members as a dedicated leader who cares for students and the community.



Parents express appreciation for the hard work and dedication of the staff members.

Teachers engage parents as partners in supporting students' ongoing learning and wellbeing needs, engaging parents regularly in informal conversations and structured meetings. Students' work samples are shared with parents informally and during parent teacher interviews to illustrate their child's learning progress. Parents describe teachers as experts in teaching and tailoring learning to meet the needs and interests of their child.



2.2 Key improvement strategies

Review and refine the EIA to develop clarity in the improvement agenda, with roles, responsibilities and accountabilities for all staff members.

Strengthen staff capability in data literacy to analyse individual and whole-class data, including LOA and observations, to inform future teaching and learning cycles.

Extend curriculum processes and sharing within the cluster to provide consistency of practice and judgements across schools, including four-phase moderation.

Strengthen teacher capability in the documentation, implementation and review of individual support processes, plans and adjustments for all students with alignment to NCCD processes.

Develop and enact a planned approach to professional learning, providing ongoing capability development opportunities for all staff members within and external to the school, aligned to the EIA and authentic APDP processes.