

Albany Hills 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 School Improvement Unit (SIU) at **Albany Hills State School** from **3 to 5 April 2019**.

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

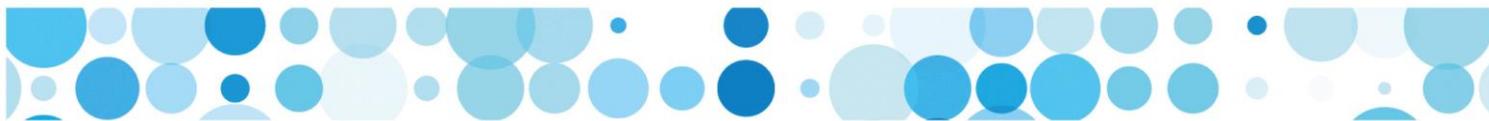
1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Terry Davidson	Peer reviewer
Boyd Jorgensen	External reviewer



1.2 School context

Location:	Keong Road, Albany Creek
Education region:	Metropolitan Region
Year opened:	1979
Year levels:	Prep to Year 6
Enrolment:	861
Indigenous enrolment percentage:	1.7 per cent
Students with disability enrolment percentage:	5.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1080
Year principal appointed:	2019
Day 8 Staffing teacher full-time equivalent (FTE):	58
Significant partner schools:	Creek2Hills Cluster – Albany Creek State School, Eatons Hill State School, Albany Creek State High School
Significant community partnerships:	Bunyaville Environmental Education Centre, Defence Community Organisation (DCO), Japanese Sister School – Kamoike Elementary School, Moreton Bay Regional Council, combined local chaplaincy committee – Albany Creek State School and Albany Creek State High School, Woods Tennis, Science, Technology, Engineering and Mathematics (STEM) program.
Significant school programs:	Extracurricular opportunities, performing arts, student leadership process, languages – Japanese bilingual program Year 1, Japanese – Years 2 to 6, Bring Your Own Laptop (BYOL) – Years 4 to 6, student engagement program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Inclusion (HOI), Head of Curriculum (HOC), pedagogical coach, two Support Teachers Literacy and Numeracy (STLaN), three inclusion teachers, science enrichment teacher, teacher librarian and digital technology teacher, two Health and Physical Education (HPE) teachers, two music specialists, student engagement teacher, drama teacher, Japanese language teacher, 27 classroom teachers, 14 teacher aides, Business Manager (BM), two administration officers, 69 students, 28 parents and three grandparents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice-president, school council chair and parent representative, and Indigenous community representative.

Partner schools and other educational providers:

- Principal local feeder high school, Director local early learning centre and playgroup leader.

Government and departmental representatives:

- Councillor for Moreton Bay Regional Council, State Member for Everton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation planner
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The professional culture of the school is positive with staff members exhibiting high levels of professional energy for the work they do in the school.

Staff members are able to relate the ongoing support they receive from their colleagues and members of the leadership team. A strong culture of collaboration, collective efficacy and support is apparent across the school. Teachers express their appreciation of the support teacher aides provide to improve student learning and wellbeing. Teacher aides articulate that they have good working relationships with their teacher colleagues and are confident that their work is valued.

Positive relationships are apparent with students expressing they feel respected and well cared for by staff members.

Students express that teachers go 'above and beyond' to support their learning and to provide equitable access to a range of co-curricular learning opportunities. Staff members, parents and members of the community speak positively regarding the school's values, and the embedded positive school culture that embraces equity and inclusion. Teaching staff are positive regarding their working relationships with students in their classrooms. Students and parents admire and respect teachers as committed professionals who are receptive to communicating regarding student learning and issues affecting students.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the expectations of the Australian Curriculum (AC).

Teachers are provided with release time each term to meet for collaborative curriculum planning that has a focus on the development of curriculum units in English. These planning days are led by the deputy principal—curriculum and involve classroom, inclusion and support teachers, and other school leaders. A detailed agenda is planned for the day to enable considered use of the time available. Teachers express a high level of satisfaction with the current planning process and are committed to implementing planned units.

The principal has established a model of distributed leadership to implement school programs and operations.

A statement of roles and responsibilities for school leaders is developed to guide their work in the school. Plans that detail key areas of responsibility, aligned to the school's core priorities that are regularly monitored against agreed actions, implementation timelines and key deliverables are yet to be developed to guide the work and accountabilities of school leaders. The principal recognises the importance of regularly meeting with the leadership team collectively and individually to monitor the implementation of the school's priority programs.



Curriculum planning processes in English align to key elements of the AC.

In other learning areas, teachers engage with Curriculum into the Classroom (C2C) units to plan for and deliver learning experiences to their students. Teachers describe their level of reference to, and understanding of, the achievement standards and content descriptions of the AC in these planning processes as variable. School leaders acknowledge the need to expand the process used for developing curriculum units in English, to collaboratively develop and adapt curriculum units in other learning areas that ensures effective delivery of the AC across the years of schooling.

The leadership team is committed to promoting consistent practices in the implementation of agreed strategies relating to the Explicit Improvement Agenda (EIA).

Teachers commonly describe the use of The Seven Steps to Writing Success as a resource they utilise to promote better outcomes in writing. Some teachers articulate the use of the Gradual Release of Responsibility (GRR) model through the phases of Explicit Instruction (EI). There is a plan to provide teachers with opportunities to engage with Sheena Cameron's¹ *The Writing Book* in order to promote the development of a balanced writing program. The principal expresses a commitment to working with teachers and other school leaders to collaboratively develop and implement agreed strategies relating to the EIA that are regularly monitored to support consistency of implementation across all classrooms.

Classroom teachers are committed to enhancing the learning of high achieving students.

Many teachers use a range of resources and strategies to assist in this process including access to school-developed and external sources. Extension learning opportunities are offered in the form of access to a range of competitions for robotics, science, mathematics, reading and Solid Pathways for Indigenous students. Most teachers report supporting the learning of high achieving students provides an ongoing challenge. Members of the leadership team express a commitment to further supporting teachers in developing their repertoire of practice in effectively differentiating for the range of student learners in their class including specific consideration for the learning of high achieving students.

The leadership team views the development of staff members into an expert teaching team as essential to improving outcomes for students.

The leadership team has developed a professional learning plan that identifies opportunities for capability development. There is alignment between the articulated school improvement agenda and the documented professional learning plan. The plan is yet to include a differentiated range of professional learning opportunities, including teacher visits to each other's classrooms and arrangements for lesson observations and feedback, mentoring and coaching and is yet to include reference to how the professional learning opportunities for staff are influenced and informed by their Annual Performance Development Plans (APDP).

¹ Cameron, S., & Dempsey, L. (2013). *The writing book: A practical guide for teachers*. Auckland, New Zealand: S & L Publishing.



Staff are committed to facilitating student access to a broad and inclusive range of co-curricular activities.

Lunchtime clubs are offered each day and include music, drama, arts, science, environmental sustainability, physical and sporting activities. An outstanding performing arts program offers a range of opportunities including, musicals, choirs, bands, dance and drama. Student performance opportunities scheduled throughout the year are highly valued by staff, students, parents and the wider school community. Sport features prominently amongst the options available to students and include gala days and representative sporting opportunities. Student leadership programs and the student representative council initiatives afford students the opportunity to develop leadership skills.

The school's leadership team is committed to working with staff members to continually enhance the school's inclusive practices.

The Head of Inclusion (HOI) is leading the school's inclusion strategy and is working collaboratively with school staff members to clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for all students. This inclusive approach ensures student access to and participation in the full range of school activities that are universally supported by school staff members and parents.

Parents articulate the belief that they are regarded as integral partners in their child's schooling.

Parents articulate pride in the school and feel welcomed by their child's teachers. Parents are highly complimentary regarding the responsiveness of school leaders and classroom teachers to their queries and any concerns they may have. The establishment of a parent room, opportunities to participate in parent committees, numerous avenues for volunteering, parent information sessions and a wide range of school community events are viewed as signs of the school's commitment to welcoming and supporting parents. Parents report the variety and timeliness of communication and access to information strengthens the partnership between home and school.



2.2 Key improvement strategies

Strengthen processes for school leaders to develop and review plans for their key areas of responsibility, aligned to the school's core priorities, that are regularly monitored against agreed actions, implementation timelines and key deliverables.

Continue to build teacher knowledge of the AC through the collaborative planning of curriculum units that reference achievement standards and content descriptions as a key aspect of the planning process.

Work with teachers to collaboratively develop and implement agreed strategies relating to the EIA that are regularly monitored to support consistent implementation in all classrooms.

Support teachers in developing their repertoire of practice in effectively differentiating for the range of student learners in their class including specific consideration for the learning of high achieving students.

Develop a plan for capability development to include access to a differentiated range of professional learning opportunities for school staff aligned to their work in classrooms and informed by their APDPs.