

Albany Creek State School

# Executive summary

## 1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Albany Creek State School** from **9 to 12 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

### 1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

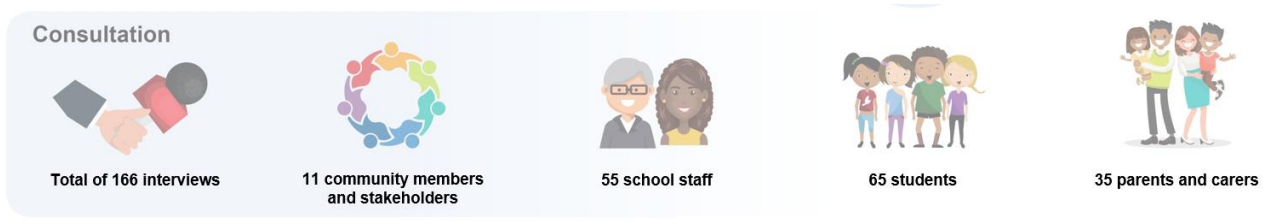
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

### 1.2 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
Kim Kelly	Internal reviewer, SRR
Paul Herschell	External reviewer

### 1.3 Contributing stakeholders



## 1.4 School context

<b>Indigenous land name:</b>	Turrbal We acknowledge the shared lands of the Turrbal nation and the Turrbal people of the Turrbal language region.
<b>Education region:</b>	Metropolitan Region
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	759 students
<b>Indigenous enrolment percentage:</b>	4.7%
<b>Students with disability percentage:</b>	13%
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1049

## 1.5 Snapshot of previous school review

The last review carried out at the school was conducted from 29 to 31 May 2019. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1052 and the school enrolment was 850 with an Indigenous enrolment of 2.3% and a student with disability enrolment of 4.4%.

The key improvement strategies recommended in the review are listed below.

- Continue to narrow and sharpen the school improvement agenda through ongoing staff opportunities to reflect and collaborate on priority areas. (Domain 1)
- Embed school strategies, including inquiry cycles and identification of problems of practice, to build school and community understanding of high expectations and intellectual rigour to support student learning and outcomes at the school. (Domain 1)
- Continue to collaboratively review the school's pedagogical framework to support teachers to fully understand the components and consistently apply the required practices within classrooms to effect improved student learning outcomes. (Domain 8)
- Develop school strategies and protocols for providing professional learning, support and detailed ongoing and regular feedback to teachers regarding the implementation of signature school pedagogies within their classroom practice. (Domain 8)
- Collaboratively develop and implement processes to allow all staff members to be involved in formalised, regular and timetabled classroom-based learning, mentoring and coaching arrangements aligned to the school's improvement agenda. (Domain 5)

## 2. Executive summary

### 2.1 Key affirmations

**The leadership team is united and committed to the strategic priorities of quality teaching, successful learning and strong partnerships.**

The 2023 Annual Implementation Plan (AIP) reflects these priorities and outlines the expected actions of students, leaders, staff and parents. Recently there has been a change in leadership and staff express optimism and appreciation towards the responsiveness and strategic ways of working of the principal and other leaders.

**The mantra ‘*every teacher, every classroom*’ has been developed.**

The leadership team and staff members express pride in the sense of community that is embedded in the school. Many parents state this is their school of choice because the staff are approachable and welcoming. The staff and parents speak positively about the inclusive and welcoming nature of the school. Many parents and staff members proudly comment they have intergenerational links with the school. Staff comment that deeply entrenched traditions within the school, including long held special events, provide an opportunity for families to connect with the school and for every child to be celebrated.

**Leaders articulate an intentional focus on developing a strong culture of learning, collaboration, mutual trust and respect across staff.**

Most teachers comment that they are excited by the high levels of collaboration and consultation. Staff appreciate the dedication and efforts of the leadership team to create a supportive and caring culture. They are keen to follow the current trajectory of school improvement priorities and express a sense of renewed purpose.

**Staff members express pride that all students are accepted and welcomed.**

A sense of achievement is celebrated when students are successfully engaged in learning and enrolment is maintained at the school throughout their primary education. Leadership and staff describe the school as a community that values inclusion and refer to a strong reputation for supporting students with disability. Parents express positivity and appreciation for the support provided to students identified with particular learning needs, including high-achieving students.

**Leaders recognise the importance of creating a culture of continuous learning for staff.**

Teachers are appreciative of enhanced collaborative planning opportunities implemented to develop capability to enact curriculum delivery and to implement a new pedagogical approach. Staff speak positively of the high levels of collegial support, particularly of members of the team in each year level. They refer to both the structured planning sessions and the informal sharing of expertise across collegial networks within the school, including members of the leadership team, learning support and Special Needs Access Program (SNAP) team members.

## 2.2 Key improvement strategies

### **Domain 6:** Systematic curriculum delivery

Deepen teachers' and school leaders' understanding of the Australian Curriculum (AC) to support the future development of assessment tasks and unit plans.

### **Domain 8:** Effective pedagogical practices

Collaboratively identify and implement agreed whole-school approaches to pedagogy.

### **Domain 6:** Systematic curriculum delivery

Establish systematic and consistent processes to quality assure the planning, delivery and moderation of all learning areas of AC.

### **Domain 7:** Differentiated teaching and learning

Enhance school-wide expectations for differentiation practices to support all learners to access all learning areas of the AC.

### **Domain 5:** An expert teaching team

Develop systematic and formal observation and feedback cycles using mentoring and coaching to support the ongoing professional capability of all staff.