



AUSTRALASIAN SCHOOLS
ACCREDITATION AGENCY

SCHOOL REVIEW REPORT

Albany Creek State School

Albany Creek Road



P O Box 1940
Sunnybank Hills
Qld 4109

ACN 147 502 967

23 November 2015
Mr Paul Kingston
Principal
Albany Creek State School
696 Albany Creek Road
Albany Creek QLD 4035

Dear Paul

Thank you for the opportunity to conduct the School Review for Albany Creek State School.

Following the School Review Panel Visit, I attach a copy of the School Review Report for Albany Creek State School.

Thank you for the professional courtesy extended to the visiting panel and for the hospitality provided by you and your staff during the visit.

Please pass on the thanks of the panel members.

Yours sincerely

A handwritten signature in black ink, which appears to read 'Frank Peach', is written over the typed name.

Frank Peach

Chair

Australasian Schools Accreditation Agency

EXECUTIVE SUMMARY

Achievements

The ASAA School Review Panel identified a number of areas the of school's current practices that it commends. These are set out in this report; however, the ASAA panel particularly wishes to encapsulate the following areas of school practice as demonstrating high levels of performance.

1. A school culture that promotes high expectations is explicitly articulated to all stakeholders. [C1,C2, C3, C4, C5, C6, C10]
2. There is strong collaboration and rapport by stakeholders across the school. [C12, C13, C14, C15, C16]
3. Albany Creek State School is led by a very capable, supportive and committed Leadership Team. [C17, C18]
4. The Reading to Learn program explicitly drives the improvement agenda with significant improvements in NAPLAN data. [C7, C8, C9, C11]
5. Staff and facilities management is highly effective and well planned, creating a high achieving educational community. [C19, C20]

Pathways to the Future

In conducting its School Review, the panel concluded the following issues could form the core of the school's improvement agenda over the next three years. Aspects of these issues are set out as recommendations in the sections of this report that follow.

1. There is an opportunity to distil and articulate succinctly aspects of the school's Identity. [R1]
2. Harnessing the talents of the school and community has a potential to elevate the school to the next level of achievement. [R2, R6, R8, R11, R13]
3. Data Management activities hold enormous potential for increased teacher competencies and student improvement. [R3, R4, R5, R7, R9, R10, R12, R15]

1. IDENTITY

1.1 PURPOSE, VISION AND VALUES

Outcome Statements

- 1.1.1 The school has a clearly articulated Statement that embodies high aspirations and goals for student learning and professional performance in line with Education Queensland's strategic intentions.
- 1.1.2 The school's Statement is known and subscribed to by all key stakeholder groups.
- 1.1.3 All school structures, policies and practices explicitly align with and reflect its Statement.
- 1.1.4 The school's Statement is reviewed and updated against a documented renewal cycle.

Commendations

- 1. The school community supports and is engaged with the school's vision, purpose and values.
- 2. The school culture gives life to the embedded traditions and historical achievements.

Affirmations

- 1. The school is maintaining respectful community links with organisations such as the Australian Defence Force, Chaplaincy and government representatives.

Recommendations

- 1. Use the scheduled strategic plan review process to clearly articulate the school's purpose, vision, values, goals, strategies and performance indicators.

2. TEACHING AND LEARNING ENVIRONMENT

2.1 LEARNING OUTCOMES

Outcome Statements

- 2.1.1 Every student develops a clear understanding of how they learn, what they know and can do, and know they can use this knowledge and their skills to enhance their future learning.
- 2.1.2 Student outcomes are equivalent to or exceed comparable like schools and demonstrate progressive improvement.
- 2.1.3 Student data is regularly analysed and used to determine teaching approaches to improve student outcomes.
- 2.1.4 The school has an agreed improvement agenda.

Commendations

- 3. Quality student outcomes are evident in school performance.
- 4. The school has a clearly articulated focus on improving student outcomes supported by effective management processes.
- 5. Student behaviour is of a consistently high standard and regularly acknowledged.
- 6. Detailed analysis of student writing samples is used to review pedagogy and inform teaching.

Affirmations

- 2. Student outcomes data is broadly utilised to inform practice and refine programs to cater for students.

Recommendations

- 2. Expand the range of programs for high performing students.
- 3. Further enhance systematic school-wide benchmarking in conjunction with the use of systemic and school data to inform the interpretation of the progress of individual students.

2.2 CURRICULUM

Outcome Statements

- 2.2.1 The planned curriculum aligns with the school's Statement and meets the national and state system requirements, especially in areas such as Literacy and Numeracy.
- 2.2.2 The curriculum provides for the full range of students.
- 2.2.3 The curriculum clearly addresses the cognitive, social and physical development needs of students as they move through phases of schooling, especially in areas such as Literacy and Numeracy.
- 2.2.4. A high priority is placed on ensuring that the planned curriculum is delivered.

Commendations

- 7. The school improvement agenda is delivered through a narrow, deep focus on the implementation of the Reading to Learn agenda.
- 8. Efficacy of Reading to Learn program is embedded in practice and across other learning areas.

Affirmations

- 3. The Prep home literacy program and the Oral Language program address identified needs and provide a solid pathway for the Reading to Learn program.
- 4. The modelling and coaching strategy has provided the foundation for support to staff in the Reading to Learn program.

Recommendations

- 4. Continue to enhance the audit process to deepen the alignment of modified C2C units with ACARA expectations.
- 5. Clearly articulate success criteria relating to measurable learning goals to assist staff and students to self-manage their progress.
- 6. Enhance the role of the One School coordinator to further deepen data literacy skills for teachers.
- 7. Formalise a process for monitoring and measuring student learning in mathematics.

2.3 EFFECTIVE TEACHING

Outcome Statements

- 2.3.1 The school has a clearly articulated pedagogical framework.
- 2.3.2 Teachers have a well-founded knowledge and understanding of their discipline.
- 2.3.3 Teachers demonstrate effective practices which engage and motivate students to achieve to their potential.
- 2.3.4 The learning environment is designed to meet the learning needs of all students.
- 2.3.5 Learning opportunities are maximised.
- 2.3.6 The culture of the school promotes learning.
- 2.3.7 Teachers use a variety of ongoing assessment to advance student learning.

Commendations

- 9. The school has a well-known Pedagogical Framework with key elements displayed in classrooms and links can be seen to Reading to Learn program.
- 10. There is a strong school culture that promotes staff and student learning.
- 11. The school has implemented a successful and focused approach to the teaching of reading supported by quality, sustained professional development for staff.

Affirmations

- 5. The Leadership Team articulates the school vision for high achievement especially with the emphasis on Reading to Learn.
- 6. Staff have welcomed the schoolwide approach to the teaching of reading and are keen to adopt similar processes to develop their expertise in other curriculum areas.
- 7. The school is implementing steps to build staff expertise in the analysis and synthesis of data.
- 8. The school is improving staff knowledge and ability to track individual student performance through OneSchool.

Recommendations

- 8. Refine the sharing of good practice across the school to further enhance teaching expertise throughout the school.
- 9. Further enrich the assessment plan to concisely support moderation and the use of data analysis to inform teaching and learning.
- 10. Embed a culture whereby teachers are responsible for accessing and analysing data to make informed decisions around differentiated learning.

3. ORGANISATIONAL MANAGEMENT

3.1 GOVERNANCE

Outcome Statements

- 3.1.1 The structure and processes of governance are aligned with the school's statement.
- 3.1.2 The School Council and/or Parents and Citizens Association works collaboratively with school leadership to achieve the school's purpose.
- 3.1.3 The school's Senior Leadership Team articulates the school's direction through long-term, mid-term, and short-term plans for achieving its purpose.
- 3.1.4 Clear boundaries and decision-making structures are established to develop policy, manage operations and monitor financial budgets.
- 3.1.5 The school's policies are reviewed and updated against a specific renewal cycle.
- 3.1.6 The school's policies and practices comply with systemic requirements.

Commendations

- 12. The leadership team has developed a governance model that is collaborative.
- 13. Staff and key parents are highly motivated to participate in key groups and associations.
- 14. Stakeholders feel highly valued and eager to contribute to the school's future.
- 15. School governance excels based on exemplary financial processes that maximise the resource potential to support programs, training and facility improvements.
- 16. School Council representatives have an understanding of strategic governance roles and draw on key stakeholder groups.

Affirmations

- 9. Governance is supported by succession planning.
- 10. Staff develop professionally through managing projects.
- 11. There is evidence of some quality examples of staff excelling and defining future directions.

Recommendations

- 11. Audit current governance groups of the school to clarify and appropriately delineate the key roles, tasks and responsibilities.

3.2 LEADERSHIP

Outcome Statements

- 3.2.1 School leadership at all levels focuses on core educational outcomes, student learning and teaching.
- 3.2.2 The leadership team positions the school to respond to current and future opportunities and challenges.
- 3.2.3 School leaders behave ethically, build trust, and work collaboratively to achieve the school vision.

Commendations

- 17. Strategies are being implemented to develop a wider range of leadership capability across the school.
- 18. The Leadership Team provides positive and strong strategic direction.

Affirmations

- 12. Aspirants for leadership roles are provided opportunities to take on additional roles.

Recommendations

- 12. Maintain the focus on reading and writing to embed good practice, before moving to a new learning priority.
- 13. Continue to develop leadership capacity throughout the school to sustain and improve school performance and develop future leaders.

3.3 MANAGEMENT

Outcome Statements

- 3.3.1 School management ensures that staff has the capacities required to ensure highly effective management of all programs, and high quality teaching and support for student welfare.
- 3.3.2 Resources are managed effectively and innovatively to ensure student learning is maximised to achieve strategic priorities in the development of new directions.
- 3.3.3 Management is based on a clear structure of planning, goal setting, and monitoring and performance review against targets
- 3.3.4 The school responds continuously to data and other evidence from formal and informal feedback about its performance in the short-term, medium-term and long-term.
- 3.3.5 The school has established an effective data management system, with appropriate access, storage and retrieval protocols

Commendations

- 19. The school budget is managed effectively to ensure whole school priorities and student outcomes in individual subject areas are maximised.
- 20. The school has had a very successful period of project management ensuring facilities are well maintained.
- 21. The school has exceptional staff retention and morale, where staff clearly feel valued and are appointed effectively within the school structure.

Affirmations

- 13. The school maintains an extensive range of data on each student, where OneSchool data analysis and synthesis is promoting effective change across whole school outcomes.
- 14. The Leadership Team keeps abreast of educational developments through research and effectively models and leads teaching and learning professional practice with staff.

Recommendations

- 14. Review and refine Workplace Health and Safety policies, procedures and practices.
- 15. Continue to extend the Data Management Plan to support a culture where teachers are responsible for accessing and analysing data to make informed decisions around differentiated learning.

School Review Methodology

The ASAA school review process involves the following core activities:

1. The school undertakes a self study and self assessment against the ASAA Accreditation Standards.
2. The school provides ASAA with a report based on its self-assessment.
3. ASAA appoints a School Review Panel to visit the school to evaluate the evidence used and the judgements made by the school in its self-assessment, and to undertake any necessary further assessments required in making its evaluation against the ASAA Accreditation Standards.
4. The Leader of the School Review Panel prepares a draft report of its findings for discussion with the principal and presentation to the ASAA Board for confirmation.

School Review Panel

Panel Chair

Vicki Caldwell, Acting Principal, Woodlinks State School

Ken Rogers, Director, ASAA

Panel Members

Rob Van de Heuvel, Principal, Mountain Creek State School

Bronwyn Campbell, Principal, Mansfield State School

Sonya Wilson, Deputy Principal, Wynnum State School

Philip Baillie, Head of Department, Operations, Helensvale State High School

School Liaison / Observer

Frank Peach, Director, ASAA

