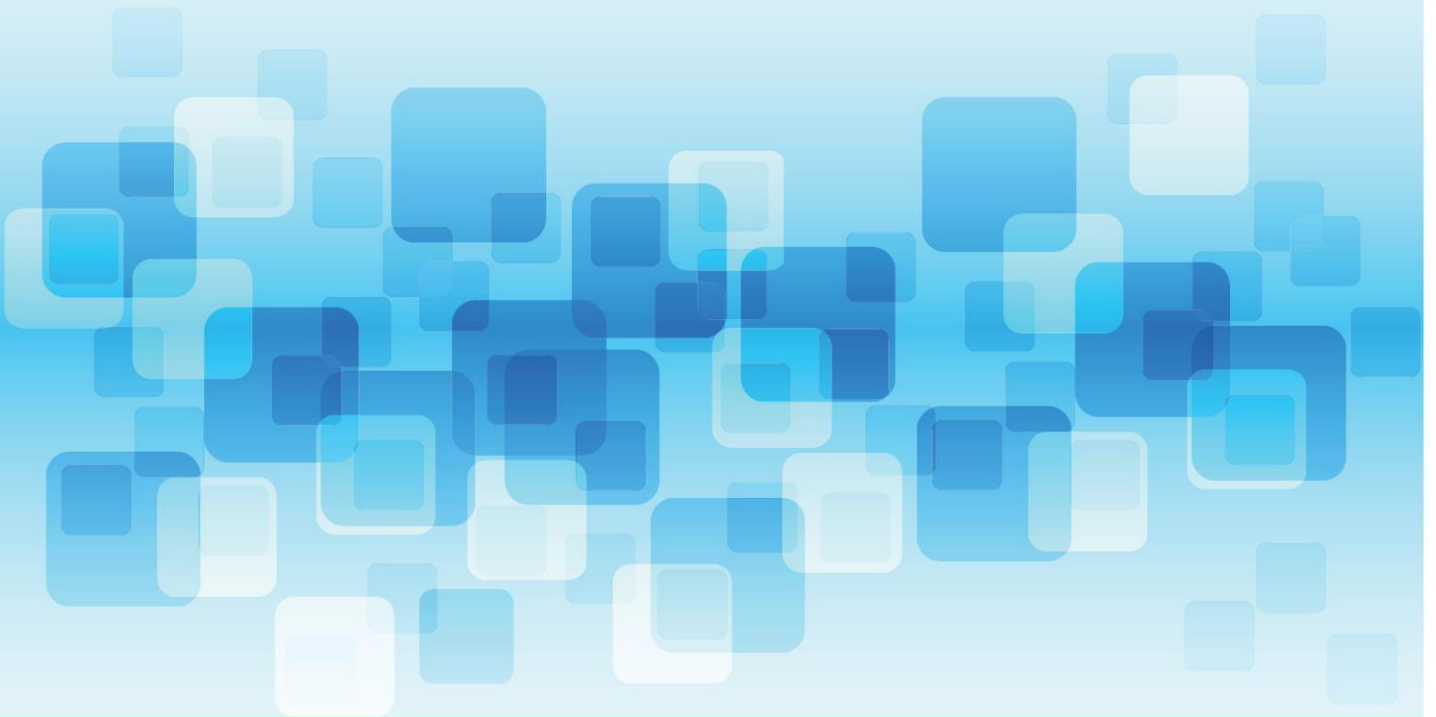




# School Improvement Unit Report

## Aratula State School Executive Summary





## 1. Introduction

### 1.1 Background

This report is a product of a review carried out at Aratula State School from 9 to 10 March 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

### 1.2 School context

<b>Location:</b>	41 Elizabeth St, Aratula
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1911
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	36
<b>Indigenous enrolments:</b>	16 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	964
<b>Year principal appointed:</b>	2016
<b>Number of teachers:</b>	2.6 (full-time equivalent)
<b>Nearby schools:</b>	Kalbar State School, Boonah State School, Boonah State High School.
<b>Significant community partnerships:</b>	Nil
<b>Unique school programs:</b>	Garden Project



### 1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Two part time teachers
  - Three teacher aides
  - Administration officer
  - Support Teacher Literacy and Numeracy (STLaN)
  - Cleaner
  - Three Parents and Citizens' Association (P&C) members
  - Seven parents
  - Principal of Boonah State High School
  - State Member for Beaudesert, Mr Jon Krause
  - Local Councillor for Scenic Rim Regional Council, Mr Duncan McInnes

### 1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Craig Kerwin	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- Students, staff and parents speak very highly of the school and value its small school culture.

There is a family atmosphere where students, staff and parents feel supported and valued. There is a positive, caring relationship between staff members, parents and students. The school presents as calm and positive and classes are orderly and purposeful. The school presents as an attractive learning environment.

- The present curriculum planning process links to the Australian Curriculum (AC).

The school utilises AC content descriptors to define teaching episodes. There is an opportunity for the school to collaboratively develop a whole-school curriculum plan for curriculum delivery across the years of school that creates explicit teaching and learning expectations.

- The school has developed an explicit improvement agenda.

The school's improvement agenda as identified in the Annual Implementation Plan (AIP) for 2016 includes reading, numeracy and attendance. Staff members and school community members articulate components of the school's improvement agenda with varying levels of awareness and understanding of targets and timelines.

- The ongoing retention of high quality leadership is seen as a major issue by the majority of parents and staff interviewed.

The school has a history of high levels of transience of leadership.

- Staff members are committed to the development of effective teaching and learning practices across the school.

Students speak very positively of the learning environment in their classroom. A pedagogical framework is documented. Consistent teaching practice in the classroom is yet to be developed..

- The school utilises human and physical resources in a targeted manner to meet the learning and wellbeing needs of students in a multi-age setting.

Human resources within the school are deployed to ensure student learning is prioritised. Evidence suggests that the school budget is generally aligned to the school's priorities to support the educational needs of students.

- Students, staff and parents believe students are learning and achieving to their potential.

Teaching staff demonstrate an understanding of current student achievement and use a range of intervention strategies, such as individual, small and whole-class groupings



to help differentiate to the needs of the students. Teachers use support materials to differentiate group activities. Students indicated they are provided with resources which included textbooks, *Mathletics*, *Reading Eggs*, and *Study Ladder* to support and challenge their learning.

- The school is regarded highly by the local community and parents of the school.

This is evidence-based by the range of positive and encouraging comments from parents, local members, and other community members. Community members want to be involved in the school, many of whom are eager to volunteer their time to support student learning activities in classrooms and school-based projects.



## **2.2 Key improvement strategies**

Collaboratively develop a whole-school curriculum plan that will ensure consistency across year levels and vertical alignment through the school.

Review the current improvement agenda to ensure a sharp, narrow and deep focus with achievable, measurable targets, timelines and resourcing.

Collaboratively develop an agreed, clear and explicit, research-based pedagogical framework to establish clear expectations of teaching practices.

Review the processes to regularly monitor the effectiveness of targeted resources in meeting student learning needs.

Collaboratively review and develop ongoing monitoring processes of programs and teaching practices to meet the needs of all students.