



School Improvement Unit Report

Innisfail State School Executive Summary



1. Contents

1. Introduction

1.1 Background

This report is a product of a review carried out at Innisfail State School from 4 to 6 May 2015. 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

Location:	7 Emily Street, Innisfail
Education region:	Far North Queensland
The school opened in:	1887
Year levels:	Prep to Year 6
Current school enrolment:	170
Indigenous enrolments:	61 per cent
Students with disability enrolments:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	791
Year principal appointed:	2009
Number of teachers:	9.4 Full-time equivalent teachers
Nearby schools:	Innisfail East State School, Goondi State School, Innisfail State College
Significant community partnerships:	Mamu, Department of Child Safety, Child Protection and Investigation Unit, Rock Church.
Unique school programs:	Sensory garden program.



1.3 Review methodology

The review was conducted by a team of three 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 three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Head of Special Education Services (HOSES), Head of Curriculum (HOC) and Mentor Teacher
 - Seven classroom teachers, physical education teacher and music teacher
 - Two special education program teachers
 - Guidance officer, speech language therapist
 - Nine teacher-aides
 - 19 students
 - 11 parents
 - Three principals of local schools
 - Community partnerships officer, Police liaison officer, Police officer.

1.4 Review team

Gary Austen	Internal reviewer (review chair)
Susette Birchley	Peer reviewer
Paul Herschell	External reviewer



2. Executive summary

2.1 Key findings

- The school identifies attendance as critical to improved student learning outcomes and has a focused approach to the improvement of this priority.

The school is beginning to record improvements in student attendance. The agenda is widely communicated and there is a strongly shared commitment to action by students, staff and families.

- School leaders and teachers use a range of data sources to track the progress of students.

Teachers use a range of data sources to track student learning against school targets and benchmarks. The extent to which teachers use this information to trigger in-depth discussions about teaching practice is less evident.

- A culture of inclusion and acceptance is a strong feature of the school's ethos.

The school has a strong culture of providing support for students facing barriers and challenges to learning. School leaders and staff recognise the need to build a broader profile for the school and to develop strategies to build confidence in the school within the community.

- The school is exploring ways to develop a more locally relevant curriculum.

The school uses the Curriculum into the Classroom resource as the basis for curriculum planning. It is beginning to move beyond this resource and identifies the need for a well-developed whole school curriculum plan aligned with the learning needs of its students.

- The school uses explicit teaching as its signature pedagogy. The framework is the common basis for classroom instruction across the school.

The school has a documented pedagogical framework. The framework is broad and features explicit instruction as a driver for classroom practice. Explicit instruction is implemented across all classes.

- The school views parents as important partners for learning, however the extent to which these partnerships support student achievement is not strong.

A limited level of parental involvement is evident in school decision making, curriculum and support programs.



2.2 Key improvement strategies

- Review the schools explicit improvement agenda to ensure a sharp and narrow focus for sustainable improvement. Establish consistent strategies, clear targets and milestones for improvement. Communicate the agenda with all members of the school community.
- Explore ways in which the school can re-culture to a broader sense of the means in which it provides quality learning for all students in the school. Develop strategies that build high standards for student achievement, improve community confidence and engage the broader community in contributing towards school effectiveness.
- Develop a whole school curriculum plan. Embed quality assurance processes within the design to ensure alignment with the Australian Curriculum and a clear process for collaborative planning and evaluation. Build opportunities for broad input to design, to enable the delivery of a locally responsive curriculum for students.
- Implement a deliberate and comprehensive community engagement strategy. Identify key stakeholders, strategies to engage partners in building school and community commitment and efficacy in delivering sustainable school improvement.
- Investigate opportunities to engage in professional learning for school leaders and staff across schools in the local district. Use these networked partnerships to build expertise in driving school improvement.