

Innisfail State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Innisfail State School** from **19 to 21 March 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.

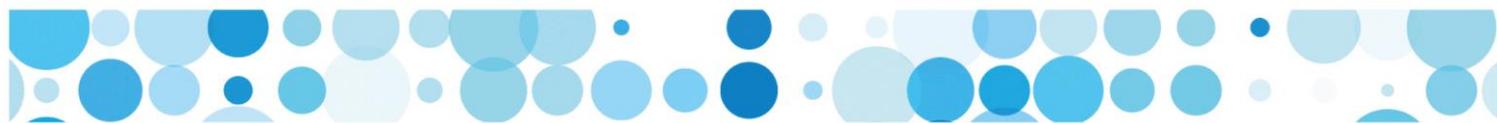
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

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)
Alan Whitfield	Internal reviewer
Chris Tom	External reviewer



1.2 School context

Location:	Emily Street, Innisfail
Education region:	Far North Queensland
Year opened:	18 July, 1887
Year levels:	Prep to Year 6
Enrolment:	140
Indigenous enrolment percentage:	69 per cent
Students with disability enrolment percentage:	9.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	766
Year principal appointed:	2009
Day 8 Staffing Teacher Full-time equivalent numbers (FTE):	6
Significant partner schools:	Goondi State School, Innisfail East State School, Innisfail State College
Significant community partnerships:	Mamu Health Service Limited, Goodstart Early Learning, Community Support Centre
Significant school programs:	Spelling Mastery, chaplain, Speech Sound Pics (SSP) Methodology, Oral Language Early Years (OLEY), Prep Metalinguistic Awareness Program (PMAP), 'Writing One Step at a Time', Structured Tier 2 Robust Instruction of Vocabulary Experiences (STRIVE)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, cluster deputy principal–Special Education Program (SEP), Head of Curriculum (HOC), guidance officer, six classroom teachers, two Special Education Program (SEP) teachers, Health and Physical Education (HPE) teacher, Support Teacher – Literacy and Numeracy (STLaN), Community Liaison Officer (CLO), seven teacher aides, 76 students, 15 parents, ancillary staff member, Positive Behaviour for Learning (PBL) committee, wellbeing committee and student support committee.

Community and business groups:

- School chaplain, Mamu Health Service Indigenous support agency, Adopt-a-cop, two Police Liaison Officers (PLO), Vocational Partnerships Group (VPG) director and Parents and Citizens' Association (P&C) executive.

Partner schools and other educational providers:

- Local feeder high school principal and Goodstart Early Learning Centre director.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School NAPLAN preparation policy
Investing for Success 2019	Strategic Plan 2015-2018
School budget overview	School Data Profile (Semester 2, 2018)
OneSchool	Responsible Behaviour Plan for Students
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School Opinion Survey
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	Headline Indicators (October 2018 release)



2. Executive summary

2.1 Key findings

Staff members display high levels of professional energy for the work they do in the school.

Many staff members identify a collegial culture of professional and personal support at the school. Strong relationships exist, with most staff members expressing a sense of belonging to their school community. High levels of respect are apparent in interactions between colleagues. There is a willingness of staff members to engage in professional dialogue aligned to improving student learning and wellbeing.

Teachers express commitment to implementing agreed strategies for their students in reading.

Key aspects of this work link to the school's Guided Reading Overview (GRO). Teachers plan differentiated learning experiences for four sessions each week that include aspects of the Gradual Release of Responsibility (GRR) model. Activities for before, during and after reading are additionally planned by teachers, and can include enhancing students' skills in decoding, phonics, sight words, phonemic awareness, comprehension, fluency and vocabulary. These activities engage students positively in the teaching and learning process.

Members of the school team are implementing the school's Responsible Behaviour Plan for Students (RPBS) through the Positive Behaviour for Learning (PBL) framework.

All staff members express a commitment to enacting expected practices that promote a positive culture for learning across the school. Many staff members, students and parents express the view that there has been an improvement in student behaviour in recent years. Analysis of the school's behaviour data indicates approximately 90 per cent of students are included in the 'green zone' of the behaviour triangle.

School leaders are committed to working collaboratively with teachers to strengthen their expertise in effectively implementing all aspects the AC.

Curriculum units are currently adopted and adapted from Curriculum into the Classroom (C2C) across all learning areas. Teachers indicate that they predominantly plan independently referring to C2C lesson sequences, assessment tasks, Guides to Making Judgements (GTMJ) and curriculum resources. Teaching staff members describe variable levels of reference to, and understanding of, the achievement standards and content descriptions of the AC through the current planning process. School leaders recognise the need to build teacher and school leader knowledge of the Australian Curriculum (AC) through collaborative planning of curriculum units.



The school's leadership team leads and participates with staff in Professional Development (PD) conducted in the school.

School leaders attend key PD programs aligned to the school's improvement agenda. The principal understands the importance of providing further opportunities for members of the leadership team and teacher leaders to develop their capabilities as instructional leaders to effectively lead curriculum, teaching and learning in the school. It is envisaged that opportunities, aligned to Annual Performance Development Plans (APDP), for school leaders to engage in collegial networking, ongoing mentoring and personal coaching will support this process.

The school team is committed to improving learning outcomes for all students.

Teachers and teacher aides work collaboratively to effectively implement the school's improvement agenda in reading and to develop their repertoire of practice in this area of teaching and learning. Some monitoring processes have been implemented to support the leadership team's knowledge of teacher efficacy in the teaching of reading. The leadership team is committed to working with members of the teaching team to ensure consistency of practice is maintained in the use of high-yield strategies that impact positively on student learning outcomes through regular monitoring processes in classrooms.

School leaders articulate a belief that school-wide analysis and discussion of student data is central to the improvement agenda.

Teachers identify the introduction of a school-wide process of examining student performance data in reading. They indicate sharing and discussing this data regularly with school leaders to celebrate student achievement and to identify effective teaching strategies for further improvement. School leaders acknowledge the need to build on current processes to ensure deeper analysis of data aligned with the implementation of short- and long-term monitoring cycles.

School leaders view the development of staff into an expert teaching team as central to improving outcomes for students.

A whole-school PD plan outlines staff access to mandatory training and determines the focus of professional learning each term. Meetings indicated in this plan include a focus on reading, PBL, attendance and differentiation practices that align to the Explicit Improvement Agenda (EIA). The opportunity to observe peers teach and receive feedback from colleagues and leaders is an emerging practice. School leaders acknowledge the need to extend the school's professional learning plan to include access to a broad range of capability development opportunities aligned with the school's priority areas, including enactment of APDPs, coaching and mentoring, and models of feedback.

The principal has established collaborative data conversations within the school team that occur each term.

It is an expectation that teachers bring their class data sets relating to PM Benchmark and PROBE reading levels to these conversations. Learning goals for identified students are shared with colleagues. Discussions are undertaken to generate a range of strategies that



teachers are able to implement to assist students to achieve these goals. Most teachers indicate that they are beginning to understand the benefits of these collegial discussions and are generating more rigour and confidence in this process.

The school actively seeks ways to enhance student learning through fostering productive community relationships.

The local community demonstrates pride in the school. Parents and families are welcomed into the school as integral members of the school community and encouraged to be partners in their child's education. Partnerships that address allied health and family welfare, including Mamu Health Service Limited and Vocational Partnerships Group (VPG), contribute to the support provided to students and their families. Indigenous Elders, Police Liaison Officers (PLO), an Adopt-a-Cop and school chaplain fulfil important roles in supporting student wellbeing and Indigenous identity.



2.2 Key improvement strategies

Build teacher and school leader knowledge of the AC through collaborative planning of curriculum units that reference achievement standards and content descriptions as key aspects of the planning process.

Provide opportunities for members of the leadership team and teacher leaders to develop their capabilities as instructional leaders through collegial networking, mentoring and personal coaching.

Ensure sufficient time and support is provided to teachers to implement agreed strategies aligned to the EIA and regularly monitor implementation leading to a strong consistency of practice.

Systematically schedule time for school leaders and teachers to engage in deeper discussions of student achievement data, generate strategies for continuous improvement and monitor progress over time.

Develop and implement a plan that provides access to a broad range of capability development opportunities aligned with the school's priority areas, including enactment of APDPs, coaching and mentoring, and models of feedback.