

Innisfail 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 **Innisfail State School** from **4 to 6 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies: the next steps for improvement, to inform the school's next 4-year strategic planning cycle. 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. Italics indicate findings linked to evidence from school partners with a focus on the broader context of the school community.

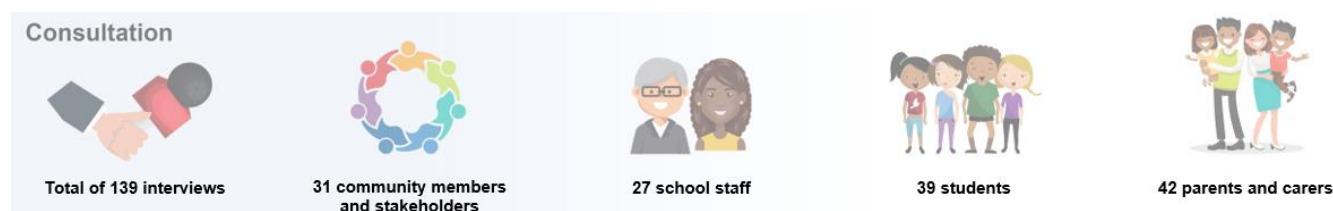
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Stephen Bobby	Senior Principal, Reviews, SRR (review chair)
Darren Sengstock	Principal, Reviews
Damien Hoare	Principal, Reviews
Carrie Smith	Peer Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Mamu We acknowledge the shared lands of the Mamu nation and the Mamu people of the Mamu language region.
Education region:	Far North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	128
Indigenous enrolment percentage:	76%
Students with disability percentage:	32%
Index of Community Socio-Educational Advantage (ICSEA) value:	749

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **19 to 21 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 766 and the school enrolment was 140 with an Indigenous enrolment of 69 per cent and a student with disability enrolment of 9.3 per cent.

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

- Build teacher and school leader knowledge of the Australian Curriculum (AC) through collaborative planning of curriculum units that reference achievement standards and content descriptions as key aspects of the planning process. (Domain 6)
- 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. (Domain 5)
- Ensure sufficient time and support is provided to teachers to implement agreed strategies aligned to the Explicit Improvement Agenda (EIA) and regularly monitor implementation leading to a strong consistency of practice. (Domain 1)
- 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. (Domain 2)
- 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 Annual Performance Development Plan (APDP), coaching and mentoring, and models of feedback. (Domain 5)

2. Executive summary

2.1 Key affirmations

Staff view all students as the most important part of the 'Central School' family.¹

The principal, teachers and staff members speak of their personal and professional dedication to the school. They outline an ongoing commitment to improving learning and wellbeing outcomes for all students. *Many parents and caregivers speak fondly of the levels of devotion the staff at the school display for their children. They comment that they frequently see staff members going above and beyond to support their child. All staff members work diligently to ensure any and all barriers to accessing education are removed or mitigated.* They convey an inclusive education mindset and a culture of 'students first' when making decisions. Most staff express they 'love working at the school'.

A high priority is placed on providing the appropriate range of resources to support the learning and wellbeing needs of every student.

The principal is cognisant of the need to deploy resources that respond to the needs of individual learners. Each classroom has a full-time teacher aide. This is supplemented with additional teacher aides who work across multiple classes. *Community members speak with a high degree of gratefulness and passion of the ongoing supports provided to their child by the staff. They identify that they see all members of the staff working extremely hard to know and support their child on a daily basis. Community consultation reveals that many parents and carers face daily challenges in supporting their child to attend school. Parents and caregivers are appreciative of the school's willingness to support them where possible through providing uniforms, classroom supplies, daily breakfasts and, if necessary, school lunches.*

All staff speak of the school team being highly connected and supportive of each other.

A culture of belonging, community, and trust are clearly apparent across the school. The principal is a visible leader of this culture and has led the creation of a welcoming and supportive school community. Leadership roles outside the classroom are encouraged, and staff readily accept a variety of roles. There are a number of long-term, experienced staff at the school. Staff acknowledge the expertise of their colleagues and some express they welcome opportunities to learn from each other to share their knowledge and expertise to support improved teaching and learning. Teachers and teacher aides work collaboratively to enhance student learning. Teacher aides are considered valuable teaching partners.

Community members outline that the principal proactively reaches out and connects with all sectors within the community.

The principal is currently working to establish connections with the broader school community and is developing an understanding of community needs, gaps and the unique contextual factors impacting on student wellbeing and success. The principal outlines they want to create genuine opportunities for capturing community voice in the improvement focus areas for the school moving forward and the community vision for students attending the school. They identify a need to work closely with the community to formalise a community consultation body. The school is currently re-engaging with some local Indigenous community groups. These relationships are developing and both parties indicate the intent to strengthen these relationships in order to provide greater support for students and their families. Local Indigenous organisations outline willingness to forge strong partnerships with the school to support students.

¹ *Italics indicate findings linked to evidence from the broader contextual and community focus of the review.*

The school has a comprehensive complex-case management process.

The principal identifies the importance of recognising staff strengths and deploying staff into positions to effectively support student learning, engagement and wellbeing. A Student Support Team (SST), which includes key school staff, regional staff and leaders, operates to plan and action designed, reflected and adjusted opportunities that support the complex learning, wellbeing and behaviour needs of identified students. Priority is given to constructing learning experiences within the classroom that are accessible for students with disability and particular learning needs. Specialist staff articulate they collaborate with teachers to ensure the ongoing and accurate recording of adjustments to teaching and learning.

2.2 Key improvement strategies

Domain 6: Systematic curriculum delivery

Create the school's plan for systematic curriculum delivery, which includes three levels of planning, to communicate clearly to everyone what teachers should teach.

Implement collaborative processes for leaders to be involved in classroom learning to support teachers to deliver the planned curriculum with integrity.

Domain 4: Targeted use of school resources

Investigate staffing allocations, with regional support, to explore the creation of a curriculum-focused leadership position to build the capability of teachers and QA curriculum design and implementation.

Domain 2: Analysis and discussion of data

Refine the whole-school data plan to provide teachers with systematic expectations and guidance on how to use data to monitor student progress.

Domain 3: A culture that promotes learning

Establish high expectations for student achievement, engagement and wellbeing to drive a culture of learning.