

Innisfail East State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Innisfail East State School** from **26 to 28 June 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.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Anthony Ryan	Internal reviewer, SIU (review chair)
Jacqueline Bates	Peer reviewer
Matthew Glen	External reviewer



1.2 School context

Location:	Mourilyan Road, East Innisfail
Education region:	Far North Queensland Region
Year opened:	1936
Year levels:	Prep to Year 6
Enrolment:	236
Indigenous enrolment percentage:	49 per cent
Students with disability enrolment percentage:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	848
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	15.6
Significant partner schools:	Innisfail State College, Haileybury College, Balaclava State School, Fleming Network Schools – Tully State School, Whitfield State School, White Rock State School, Caravonica State School
Significant community partnerships:	Parents and Citizens' Association (P&C), Mamu Health Service, Goodstart Early Learning Child Care Centre Innisfail, Woolworths, Coles, Brumby's Bakery, District Sports, Cassowary Coast Regional Council, MAMS Group
Significant school programs:	Student leadership program, drumming and ukulele group, Nutrition Program – P&C Tuckshop, Be Strong resilience initiative and school pledge, Be Strong reading intervention program, Reef Guardians, gardening club, Step Up to Prep transition and orientation programs, Stay and Play to Write, iRead

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Business Manager (BM), Canecutter Cluster deputy principal, special education teacher, Community Liaison Officer (CLO), 13 teachers, 10 teacher aides, administration officer, groundsman, cleaner, 28 parents and 58 students.

Community and business groups:

- John Fleming, P&C and School Based Police Officer (SBPO).

Partner schools and other educational providers:

- Tully State School, Innisfail State College and Goodstart Early Learning Child Care Centre.

Government and departmental representatives:

- Cassowary Coast Councillor Division 6 and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School Opinion Survey
Investing for Success 2019	Strategic Plan 2016-2019
School data plan	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Curriculum planning documents	Responsible Behaviour Plan for Students
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
Headline Indicators (April 2019 release)	School newsletters and website



2. Executive summary

2.1 Key findings

The school team is committed to providing a quality education for all students.

They hold a belief that through a focus on developing wellbeing and with quality teaching all students can achieve and succeed. The school pledge recited by staff and students daily, *'I will be safe, respectful and strong. I will be the best learner I can be'* is enacted collectively by all staff and students as they strive for improvement.

Staff members display high levels of professional energy and commitment towards the work they do within the school.

Students, staff, parents and community members speak highly of the school and its excellent reputation in the wider community. Staff and parents express a high level of confidence and trust in the school leadership. Staff members articulate that an atmosphere of belonging is cultivated throughout the school through a caring culture and positive relationship building.

The school has developed and embedded a detailed and consistent approach towards the teaching of reading.

The school is yet to develop an explicit, coherent and sequenced whole-school curriculum plan for all learning areas of the Australian Curriculum (AC). The leadership team acknowledges that it is a priority to develop a systematic whole-school curriculum, assessment and reporting framework.

Teachers recognise that systematic curriculum delivery is essential to improving student learning and achievement.

Efforts have been made by the leadership team to ensure that teachers are provided with the necessary tools to effectively deliver the curriculum. Staff recognise that the three levels of planning at whole-school, year level and unit planning are essential elements for implementation of the eight learning areas of the AC.

Teachers are involved in curriculum planning conversations with their year level colleagues and the leadership team.

Teachers are able to identify aspects of their classroom assessment programs that relate to diagnostic, summative and formative assessment. The leadership team is working alongside staff to develop a comprehensive understanding of how quality assessment principles are to be embedded within their curriculum and teaching programs. The school's assessment and moderation practices are yet to be aligned with a comprehensive whole-school curriculum plan.



Consideration of research-based strategies and effective pedagogies underpins staff teaching practice.

School leaders recognise the need to ensure the school's pedagogical framework reflects agreed teaching practices, is considered in curriculum planning and is consistently implemented in learning experiences. A documented pedagogical framework that is reflective of the full repertoire of teachers' practice is yet to be fully developed.

Staff recognise the importance of designing effective classroom programs to meet the diversity of student learning needs.

The school has begun to experiment with a structural differentiation model for teachers to guide their curriculum and assessment adjustments for all students. The leadership team acknowledges that the enacted pedagogical differentiation practice is yet to be consistent across the school.

The school recognises the importance of nurturing resilient students.

Students participate in the '*Be Strong*' campaign, embedded through the fabric and culture of the school with students participating in social skills lessons. Students attune positively to the school's playground Gotcha system, with daily after lunch parades to recognise positive behaviour.

Staff value the strong focus on collaboration to set school agendas and feel valued as a result of this approach by the leadership team.

Staff demonstrate their commitment to continual improvement to continue to refine their practices and build consistent and effective teaching and learning strategies throughout the school. Their commitment to ongoing professional learning provides a solid platform to collaboratively address barriers to successful learning for all students.

A range of extracurricular opportunities is offered to students to complement learning experiences.

The sustainability team has built a culture of respect and caring for the environment through a range of activities including recycling, composting, the garden project, containers for cash program, Reef Guardians, Bread Tags for Wheelchairs and Envision Hands. Other extracurricular activities include the drumming and ukulele program, instrumental music, choir and sport. The school has a history of high success rates at local and regional competitions, particularly in the musical field.



2.2 Key improvement strategies

Develop a systematic whole-school curriculum plan that incorporates clear guidelines, expectations and accountabilities regarding what teachers will teach and students will learn as specified by the AC including cross-curriculum priorities and general capabilities.

Ensure that the three levels of curriculum planning – whole-school, year level and unit level, are collaboratively designed, implemented and aligned with the AC.

Further develop teachers' knowledge and skills of quality assessment strategies through collaborative planning, and internal and external moderation that is aligned with the whole-school curriculum plan and quality assured across the school.

Collaboratively review current pedagogical practices to develop consistent pedagogical approaches that are enacted across the school.

Develop a whole-school model that identifies a consistent approach to differentiation to further develop deeper understanding and capacity of teachers to implement whole-class differentiation practices including for high achieving students.