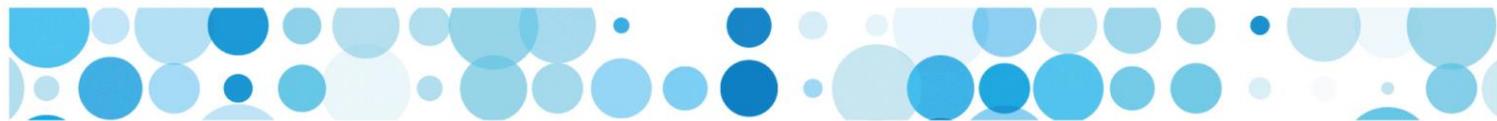


Indooroopilly State School

Executive Summary



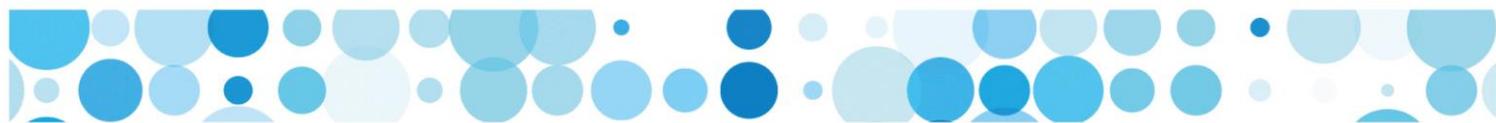


Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

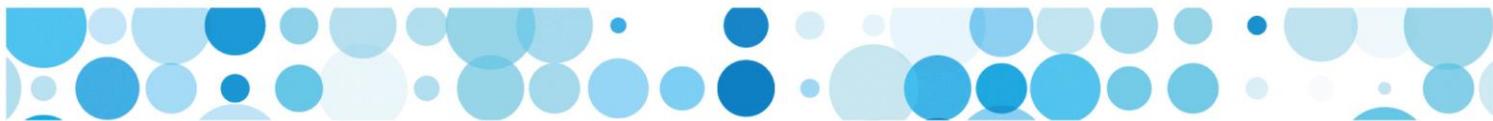
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Indooroopilly State School** from **27 to 30 August 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](#).

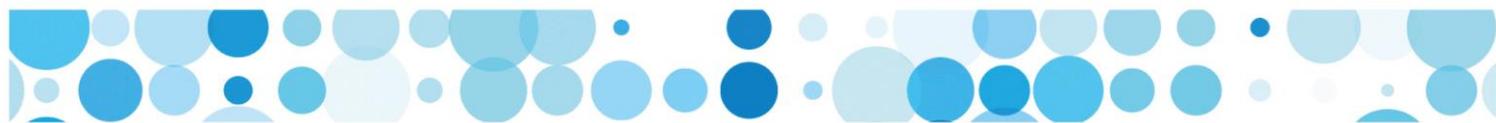
1.1 Review team

Robert Van den Heuvel	Internal reviewer, SIU (review chair)
Robyn Conlin	Peer reviewer
Kim McNamara	Peer reviewer
Judith Hanke	External reviewer



1.2 School context

Location:	Corner Moggill Road and Russell Terrace, Indooroopilly
Education region:	Metropolitan Region
Year opened:	1889
Year levels:	Prep to Year 6
Enrolment:	1249
Indigenous enrolment percentage:	1 per cent
Students with disability enrolment percentage:	3 per cent supported by Special Education Program (SEP) 5.5 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Index of Community Socio-Educational Advantage (ICSEA) value:	1182
Year principal appointed:	April, 2015
Day 8 staffing teacher full-time equivalent (FTE):	73.02
Significant partner schools:	Growth partner – Ironside State School, Indooroopilly State High School, Queensland Academy for Science Mathematics Technology, Griffith University – Curiosity and Powerful Learning, Graceville State School, Yeronga State School, Fig Tree Pocket State School
Significant community partnerships:	Parents and Citizens' Association (P&C), school council, Growing Communities – P&C, Outside School Hours Care (OSHC) – P&C, University of Queensland (UQ) – maths inquiry, Brisbane City Council, Queensland Police service (QPS) – CyberSafety and Adopt-a-Cop
Significant school programs:	SEP, Future Problem Solving, debating, coding, robotics, MetroStem, International Competitions and Assessment for Schools (ICAS), interschool sport, maths tournaments, Australian Maths Trust extension programs, writers and reading camp, Clean Green Team, Eco-Marines, instrumental music program, choral programs, annual school musical, student council, community and charitable work/support



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of Curriculum (HOC), guidance officer, chaplain, Business Manager (BM), 49 classroom teachers, three specialist teachers, two Support Teachers Literacy and Numeracy (STLaN), two English as an Additional Language or Dialect (EAL/D) teachers, three SEP teachers, 18 teacher aides, three administration officers, two ancillary staff, 62 parents and 80 students.

Community and business groups:

- School council chair and P&C president.

Partner schools and other educational providers:

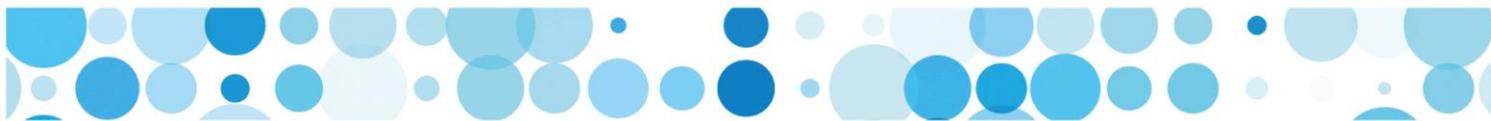
- Principal of Indooroopilly State High School, critical friend at University of Melbourne and co-ordinator of OSHC.

Government and departmental representatives:

- Brisbane City Councillor for Walter Taylor Ward and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	Curious and Powerful Learning research papers



2. Executive summary

2.1 Key findings

The school embraces its rich heritage and is an important part of the broader community's ongoing success.

The school enjoys a strong reputation within the local community for a positive tone, community orientation, high standards, and extracurricular and leadership opportunities for students. Staff, students and parents articulate a clear sense of pride, respect and commitment for the school. Parents are highly supportive of the school and value the teaching team and the quality programs offered. Parents appreciate the culture of high expectation provided to all students according to their needs. Students readily acknowledge that teachers cater for a range of learning needs through the use of challenging and engaging learning activities. Students value the school motto of *'Honour Above All'* depicting HONOUR as the acronym for Honest, Optimistic, Nurturing, Organised, Understanding and Respectful.

The school leadership team places a high priority on the ongoing development of all staff and the promotion of a school-wide learning culture.

A commitment to professional improvement is apparent across the school with a strong culture of collegiality and reflection supporting personal learning. The capability building of staff is prioritised and aligned to school improvement priorities. A range of quality Professional Development (PD) options and forums enables staff to share ideas and support each other's professional practice. The expertise of current staff and external personnel enrich professional learning experiences. Teachers articulate that they value interactions with their peers and school leaders.

High priority is given to ensuring quality engagement and academic excellence throughout the school.

Staff recognise that students may be at different stages in their learning and progress at different rates. They articulate a belief in every student succeeding and express the importance of engendering a positive and inclusive culture that caters for the needs of all students. Students are highly motivated to learn and are challenged to achieve their best within an inclusive and collaborative environment. The school community highly values the performance of its students in academic and extracurricular competitions and celebrates their achievements.

The school highly values inquiry-based learning to create an atmosphere of curiosity that engages students in their learning.

The school's learning framework articulates pedagogy through Curiosity and Powerful Learning (CPL) that proposes ten 'theories of action' to promote a culture of curiosity. The theories of action are providing a consistent focus, common purpose and common language for teachers, parents and students. The CPL framework underpins curriculum planning and pedagogical practices. The development of this school-wide focus is embraced by teachers



with many expressing keen desire to further embed inquiry as a characteristic of the school's culture to promote achievement and curiosity.

A commitment to professional improvement is apparent across the school.

School leaders articulate the importance of developing their roles in leading capability building across the school and view the development of staff members as integral to improving outcomes for all students. School leaders identify the importance of modelling lifelong learning and acknowledge the importance of examining contemporary research.

The school promotes the utilisation of technology as an important tool to support effective teaching and learning.

The school budget is aligned with identified priority areas. The school maintains a strong focus on pedagogy to support student learning, using technology as a tool to support this work. Digital resources are provided to address key improvement strategies and pedagogy across the school. Teachers use Information and Communication Technology (ICT) as a teaching tool. Further allocations are under consideration to address additional resource needs stemming from enrolment growth. This is increasing access to more digital devices and defining the role of digital devices to support pedagogy.

The school is well organised and provides clarity in direction to support future teaching and learning.

Staff, parents and the broader community acknowledge the rapid enrolment growth of the school and the implications this places on the school's infrastructure. Staff and community members acknowledge the school's careful management of facility development and eagerly await access to the new building identified in the master plan. The school council works with school leaders as strategic partners to proactively ensure the learning and social needs of students are met whilst planning for future enrolment growth.

The school values and celebrates students' community connections and diversity.

There is a clear sense of community across the school with staff, students and parents readily acknowledging teamwork. Members of the school community work to develop and enhance a very strong sense of belonging and a positive school climate that recognises its rich multicultural tapestry with an emphasis on high quality education for all students. Celebrations including Harmony Day, Chinese New Year and the Holi Colour Run ensure all families and backgrounds are united in one common community to support student learning. This ethos recognises the rich diversity of the school's multicultural population and articulates a strong desire to build the inclusivity of the school community.

A culture of inquiry and innovation is promoted throughout the school.

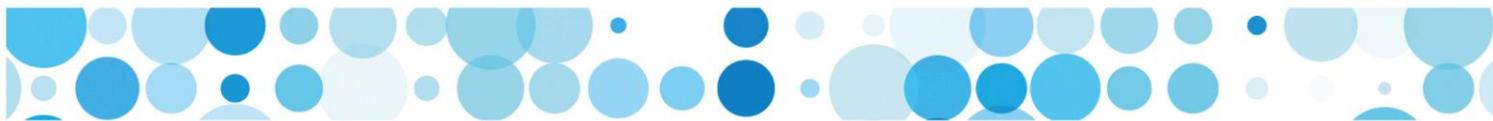
The school purpose is to develop literate, numerate and curious learners. A school-wide culture with common beliefs for teaching and learning exists with CPL enabling a consistent reference point for measuring success and defining agreed practice. The CPL research by



Professor David Hopkins and Wayne Craig¹ is based on the premise that improving student learning is a collaborative enterprise. Dr Ryan Dunn² from the University of Melbourne works with the school to support the culture of inquiry and innovation, encouraging teachers to maintain currency with research regarding effective teaching practices. Teachers highly value the school focus on CPL and partnerships in use to support its implementation.

¹ Hopkins, D., Craig, W., & Knight, O. (2015). *Curiosity and Powerful Learning*. McREL Australia.

² Dunn, R. (2016). *Ryan Dunn educational consultancy*. Retrieved from <https://ryandunnconsulting.com/>



2.2 Key improvement strategies

Further work to quality assure three levels of curriculum planning for the Australian Curriculum (AC) and collaborate with stakeholders to determine how inquiry impacts the school's culture and the role it plays in increasing the level of student achievement and curiosity.

Widen effective staff capability building models and strategies to enable leaders to share, analyse, reflect and identify future next steps with other leaders across all year levels for the Explicit Improvement Agenda (EIA).

Maximise school resources to support teachers to enhance their pedagogy through the effective use of digital technologies.

Maintain the sharp focus upon student learning and social development needs when responding to enrolment growth and demographic changes.