

2018

Indooroopilly State School

Independent Review : 18 -22 October



Introduction

In 2015, Indooroopilly state school undertook a self-determined review as part of the mandated four year planning cycle of the Department of Education. The school is due for a whole school review in 2019 and the Principal is keen to engage the Departmental School Improvement Unit for the school's next review in 2019.

In late 2018, the Principal commissioned an informal review by an external consultant to check the school's progress since the 2015 review and alignment between actions by the school leadership team and staff with the espoused directions of the school improvement agenda, particularly the 2015 -18 Strategic Plan and student outcomes. The principal requested an informal 'pulse check' with the aim of providing an opportunity for staff to understand what a unit led review looks and feels like and to provide the school with another source of useful and timely data as they progress towards the 2019 strategic planning process for the school to determine future priorities and action.

This report presents a commentary of the school's performance against the domains of the [National School Improvement Tool](#) (NSIT) and the matters contained in the 2015 report. The report also recommends a range of considerations for the school to continue their improvement agenda and strategies in the immediate future. Given the limited duration of the review, particular attention was given to Domains that linked to the 2015 Review recommendations. In particular, attention focussed on Domain 1 - An explicit improvement agenda (EIA), Domain 2 - Data, Domain 3 - A culture that promotes learning, Domain 5 - An expert teaching team, Domain 6 – Systematic curriculum delivery , Domain 7 Differentiated teaching and learning and Domain 8 – Effective pedagogical practices. Whilst adopting the protocols of the departmental approved review process, the review endeavours to provide a more informal 'working document' as an outcome for the school. An external reviewer carried out the review between 18 -19 October and 22 October 2018.

Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three Deputy Principals, Deputy Principal/Head of Curriculum (HOC), Master Teacher (Pedagogy), Challenge Teacher, 24 Classroom Teachers, two Support Teachers – Literacy and Numeracy (STLaN), two Special Education Program Teachers, 12 Teacher Aides, 14 Student Leaders, 14 Student Councillors, P&C President, School Council Chair

Departmental representatives:

- Assistant Regional Director

Supporting documentary evidence

ISS Annual Implementation Plan 2018 – School Improvement Priorities	ISS Strategic Plan 2016 - 2019
Investing for Success 2018	School Opinion Survey 2017 School Opinion Survey 2018
Responsible Behaviour Plan for Students	ISS Report Card and NAPLAN Update Semester 1 2018
Ryan Dunn 2015 Self Determined External Reviewer Report	ISS Draft “Theories of Action” Gantt Chart
ISS Self- Determined Review Consultation 2015 16 -18 November	ISS Bring It All Together Learning Framework
ISS Narrative	Day 8 2015 Day 8 2018
School newsletters and website	2017 Headline Indicator Report
2018 Data Collection and Analysis – Internal Monitoring Framework	One Note -Curriculum Planning Book
School improvement targets	One Note- Learning Framework Book

School context

Location:	Corner Moggill Road and Russell Terrace, Indooroopilly Queensland Ph 07 33272333
Education region:	Metropolitan
Year opened:	1889
Year levels:	Prep to Year 6
Enrolment:	1160
Indigenous enrolment percentage:	1 per cent
Students with disability enrolment percentage:	3.0 per cent (Supported by SEP) within broader 5.5% NCCD
Students with English as an Additional Language or Dialect:	54 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1186(2017)
Year principal appointed:	2015
Full-time equivalent staff:	Teaching 59.6 Non – Teaching 20.3 (2017)
Significant partner schools:	Graceville SS, Fig Tree Pocket SS, Moggill SS, Yeronga SS, Ironside SS, Queensland Academy (Maths and Science)
Significant community partnerships:	University of Qld (maths inquiry), Brisbane City Council (Active Travel), Growing Communities (School + P&C + Community), QPS (Cybersafety), Local Council, state and federal members
Significant school programs:	Special Education Program, Future Problem Solving, Debating, Coding, Robotics, MetroStem, ICAS Competitions, Interschool Sport, Maths Tournaments, Australian Maths Trust Extension Programs, (Ramanujan, Newton, Dirichlet), “B to A” program, Writers’ Camp, Reading Club, “Clean, Green Team” – which includes “Little Busters”, Instrumental music program, choirs, Annual Musical, Student Council –community and charitable work/ support, Harmony Day celebrations, NAIDOC Week

Executive Summary

The school has undertaken a significant journey over the past four to seven years, particularly with the introduction and implementation of Curriculum into the Classroom (C2C) and the Curiosity and Powerful Learning(CPL) ten Theories of Action.

Within this time period the school has also experienced increasing enrolments, in particular increasing number of students with English as an Additional Language or Dialect(EALD). The increase in enrolments has resulted in a number of challenges for staff and the Principal, including increasing complexity in student learning needs, changes to class sizes throughout the year, facility and site issues as well as availability of space for specialists programs such as music and instrumental music and storage.

Overall impressions are that the school has implemented a major change strategy which has impacted positively on staff and students outcomes. The 'pulse of the school' at times is elevated but this is primarily around the added complexities the school is dealing with. There are no major pieces of work that the pulse check has identified which the school needs to undertake. Recommended strategies for action are about continuing to, build on, or further enhance current work.

Key Findings

The leadership team and school staff embrace and foster a culture of care and high expectations of all learners and are committed to building positive relationships across the school community to maximise student learning and wellbeing.

A strong culture of staff collegiality and mutual trust exists throughout the school. This is particularly evident in the school's model of collaborative curriculum planning, regular year level team meetings, the establishment of professional teams, and the use of leadership team to provide instructional coaching, intervention and curriculum support for cohort teams. Opportunities to watch colleagues work with a detailed data driven feedback process through the coaching TRIADS is embedded throughout the school. Staff readily share practice and resources among colleagues and provide informal support to each other and to new and beginning teachers.

There is a strong professional and learning culture and staff are supportive of one another. Satisfaction levels for parents, students and staff as detailed in the 2017 and 2018 Student Opinion Survey (SOS) data are high and above Like Schools, in areas of staff morale, student behaviour, and regard for the school, ie 'This is a good school'.

The leadership team prioritise the importance of developing the capability of staff members required to improve student learning and success and expects all staff to commit to continuous improvement.

There is a high level of commitment and enthusiasm from all staff members to improve student learning outcomes. Annual Professional Development Plans (APDPs), which are aligned to the school's 2018 improvement priorities, are developed with all staff.

Staff speak highly of the differentiated support available to them from the leadership team at all times and of the approach to capability development undertaken by the school which provides professional development in school determined priorities as well as allowing flexibility for staff to focus in their own areas of need.

A comprehensive and detailed approach to building a school-wide professional team and a culture of continuous improvement has been embedded across the school through a model of coaching and data driven feedback via Peer Triads, coaching of and by teaching colleagues and the leadership team, data talks, Master classes and Twilight sessions, year level team and planning meetings.

Curriculum into the Classroom (C2C) units are used as a core resource to assist teachers in planning and implementing curriculum units in all learning areas relating to the Australian Curriculum (AC).

Teachers meet twice per term on a half day basis with their year level colleagues and their assigned year level Deputy Principal, Head of Curriculum (HOC), and Master Teacher, Pedagogy to collaboratively plan curriculum units and assessment. Specialist staff such as the English as an Additional Language or Dialect (EALD) teacher and Support Teachers Literacy and Numeracy (STL&N) also input into the planning sessions.

Teachers express their knowledge of the AC is growing through regular reference being made during unit planning. In the 2017 and 2018 SOS data, 100 per cent of teachers reported they felt confident with their knowledge of AC.

Formal moderation processes each term among year level colleagues are well established at the school to support consistency of teacher judgement in student levels of achievement. Moderation processes external to the school ie with teachers from other schools in the local cluster, and with high school staff would further deepen the school's moderation processes, be a valuable professional learning experience and provide opportunities for collegial networking.

The school is committed to improving learning outcomes for all students – with an underlying belief 'Every student can improve'

The school's four year Strategic Plan and Annual Implementation Plan (AIP) outlines a sharp, narrow focus for the school and staff. Priorities for 2018 are writing, reading and the Curiosity and Powerful Learning Theories of Action. All teachers have engaged in the implementation of these priorities.

Targets are established for improvements sought in student learning and are detailed in the AIP. These relate to regional benchmarks in reading, NAPLAN targets and teacher engagement data. Monitoring progress towards targets, and systematically evaluating initiatives and programs for their effectiveness in producing desired improvements in students learning and performance is developing.

The School view data as an integral part of student improvement and value the collection and analysis of data.

There is evidence that all teachers use data to inform their planning, teaching and reporting processes. Some teachers have a deeper understanding of their classroom data. There is evidence of growth in staff capacity, awareness and use of data to inform planning and teaching practices. The leadership team recognise the need to further build teachers' data literacy skills, and strengthen processes for interrogating data relating to students in priority groups, including high achieving students, EAL/D students and students with disability, to ensure high expectations for positive outcomes are maintained.

There is a pedagogical framework in place which draws from the ten Curiosity and Powerful Learning Theories of Action.

There is a clear expectation that the ten Theories of Action will be used and these practices are evident in all classrooms. Consistent implementation of the pedagogical framework and regular referral to the Theories of Action are being embedded into curriculum planning and classroom teaching practices.

There is a culture of inclusion across the school with classroom teachers, specialist staff and school leaders working together to support the diverse range of learners who attend the school.

The school community is diverse with increasing number of EAL/D students enrolling at the school. Students and their families are well supported by the school. All Students with Disability (SWD) work in classrooms alongside their age peers. Differentiation strategies are included in the curriculum planning process with a range of intervention programs and strategies also used to support the full range of student learning needs. Planning of curriculum units also consider the general capabilities, in particular critical and creative thinking that has been prioritised for 2018.

Diversity is embraced by staff and students and the school appreciates and values the diverse cultural, linguistic and socio economic backgrounds of its students and families.

An extensive range of programs are in place to support the learning of all students.

These include opportunities for students to engage in enrichment, extension and excellence learning programs. A challenge teacher has been appointed in the school to plan programs that extend learning experiences for students during class time. A comprehensive range of extension programs are offered, enabling students to participate in a wide range of outside-school learning opportunities to extend and enhance their learning. The school community highly values these learning opportunities.

Key Strategies for Action

Continue to implement a narrow and sharp focus for the school's Explicit Improvement Agenda. Use data to monitor the effectiveness of implementation and measure success against established targets through regular data cycles; and ensure teachers have time to deeply embed key improvement strategies, which are directly linked to the achievement of inspirational benchmarks and targets in learning for all students.

Continue to build teachers' data literacy skills, and strengthen processes for interrogating data to include discussions relating to students in priority groups, ensuring high expectations for positive outcomes are maintained.

Continue to provide opportunities for teachers to further engage with the various elements of the school's pedagogical learning framework to ensure it is embedded in curriculum planning and leads to consistency of teacher practice.

Further support classroom teachers in planning differentiated learning experiences for the full range of students to ensure all students are engaged, challenged and extended in their classroom learning.