

Indooroopilly State School

School-led review validation executive summary

About the school

Indooroopilly State School acknowledges the Jagera and Turrbul people who are the Traditional Custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	1457
Indigenous enrolments	0.006%
Students with disability	12%
Index of Community Socio-Educational Advantage (ICSEA) value	1180

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Indooroopilly State School** from **8 to 9 August 2023**.

- **Cameron Hodges**, Senior Principal, Reviews, SRR (validation chair)
- **Majella Firth**, Peer Reviewer
- **Bruce Langes**, Peer Reviewer
- **Melanie Moreland**, Principal Education Officer, Curriculum, Teaching and Learning

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 1: An explicit improvement agenda

Develop and implement a set of school learner protocols and associated thinking framework to empower diverse learners and foster confident communication skills.

Domain 6: Systematic curriculum delivery

Refine 3 levels of planning and documentation processes across all learning areas and develop staff capability in documenting unit planning and assessment, aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARE) through the planned implementation of the Australian Curriculum Version 9 (AC V9).

Domain 8: Effective pedagogical practices

Further refine a repertoire of research-informed pedagogies, including Science of Learning principles and C&PL Theories of Action, and determine when best to utilise these to maximise student learning outcomes.

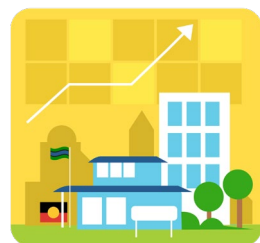
Domain 9: School-community partnerships

Collaboratively develop a differentiated parent engagement plan through existing parent groups focused on maximising access to parental expertise, strengthening student agency and broadening community connections.

Domain 4: Targeted use of school resources

Further engage with regional infrastructure, and local and state government, to proactively develop the school facilities and grounds to cater for the physical, learning, wellbeing and co-curricular needs of the current and future student body.

Key affirmations



The cohesive leadership team is committed to continuous improvement forged through collective accountability.

The leadership team has developed and is driving a research-based, evidence-informed improvement agenda, with school targets and timelines reviewed and progress communicated regularly. Staff members can articulate the key improvement foci and the specific role they and their teams play in achieving targets. The high performing teams focus is praised by many teachers who highly value the regular opportunities to work collaboratively and develop collective efficacy through multiple avenues.



Collaborative teams play a crucial role in the consistent implementation of the planned curriculum, moderation against achievement standards, and sharing of effective teaching practice.

The introduction of vertical alignment teams has provided all teachers with a deeper insight into the learning journey of students across Prep to Year 6 and promoted greater consistency in the implementation of agreed whole-school practices. Many staff appreciate the support of school leaders in developing their individual and collective capability and a strong commitment to collegiality. High levels of professionalism are apparent across the entire staff.



School leaders and teachers recognise that data must inform teaching and learning, and the allocation of school resources.

A Data Literacy Framework captures the scope, purpose, timing, storage, expectations about analysis, and staff members responsible for each piece of data. Leaders and teachers are committed to identifying and employing strategies to support every student's access to the curriculum. Classroom teachers are supported by teams, including English as an Additional Language or Dialect (EAL/D) and inclusion specialists, to tailor learning to the needs of individual students.



Effective school-wide processes are in place to ensure alignment between curriculum, pedagogy, assessment and reporting.

Processes such as Collaborative Curriculum Development Days, moderation, case management and the use of working parties provide opportunities for teachers to focus on pedagogy appropriate to the curriculum and the learning as outlined in the research-informed Pedagogy Essentials. These multiple opportunities to share and develop practice are highly valued. Key pedagogical practices are consistent and embedded across the school.



Staff and students express pride in their school, which is held in high regard in the community.

Students clearly articulate they have voice in the school and are encouraged to own their learning. Student agency is evolving with a focus on student wellbeing and enhancing engagement. The school values, encapsulated in the word HONOUR, are embedded across the school. These values unify and promote a positive school culture which provides a safe and supportive environment, and all students are encouraged to do their best. The school recognises and celebrates that students and their families bring a rich and diverse range of cultural backgrounds to the school community.



Leaders actively seek and foster partnerships to support student learning, wellbeing and engagement.

A priority is placed on building partnerships to further celebrate the cultural and religious diversity of the school community. Students and parents appreciate the range of extracurricular and co-curricular offerings that are provided within the constraints of the current facility and enrolment pressures. School leaders play an active role in the long-standing Curiosity and Powerful Learning Network (C&PL) partnership which informs and drives research-driven pedagogical practice across a cluster of schools. Extensive support is provided to parents and students in conjunction with the local Early Childhood Education and Care (ECEC) centres and high schools to ensure a smooth transition in and out of the school.