Ingleside State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Ingleside State School** from **13** to **15 October 2021**.

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 Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Michele Krause	Peer reviewer
Murray Branch	Peer reviewer

1.2 School context

Location:	Tallebudgera Creek Road, Tallebudgera Valley
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	129
Indigenous enrolment percentage:	1.6 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:**	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	2.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1063
Year principal appointed:	2016

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, curriculum leader, Support Teacher Literacy and Numeracy (STLaN), seven teachers, Business Manager (BM), three teacher aides, cleaner, volunteer librarian, 49 students and 19 parents.

Community and business groups:

- President and vice president of the Parents and Citizens' Association (P&C), senior psychologist/author from the Executive Function Clinic, Chief Executive Officer (CEO) and two artists from Hand Bent Banana and Science, Technology, Engineering and Mathematics (STEM) volunteer.

Partner schools and other educational providers:

- Head of Department (HOD) – junior secondary Elanora State High School and principal Springbrook State School.

Government and departmental representatives:

- Councillor for Division 14 City of Gold Coast, State Member for Currumbin and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018-2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
Headline Indicators (April 2021 release)	School budget overview
OneSchool	Curriculum planning documents
School pedagogical framework	Learning Support Framework
School data plan	Professional development plans
School Opinion Survey	School newsletters and website
Student Code of Conduct	

2. Executive summary

2.1 Key findings

The needs of the whole child are central to everything that occurs within the school.

The principal articulates the importance of supporting every student to be happy and safe, so as to position them for future success. The dedicated team works to ensure that students are supported to engage, learn and grow every day. Many anecdotes are shared of students making significant gains, socially, emotionally and academically. Parents express high levels of appreciation for the care, respect, support and environment that have been created to ensure their child feels that 'they matter'.

The school motto, *'Consider others'*, is tangible in everything that happens in the school.

Community members, staff, students and parents speak positively of the school culture and learning environment. Interactions between students, parents and teachers are caring and respectful. Students are the forefront for all staff working at the school. An open door policy for students, parents and visitors is advocated and valued, and apparent in every classroom and with all staff. Parents express appreciation of the principal and Business Manager (BM) for their support and 'making them feel they are part of the family'.

The principal and staff members express a commitment to implementing the school's curriculum plan.

Teaching staff members consistently express their awareness of school expectations regarding curriculum delivery. Some teachers are yet to reference the Australian Curriculum (AC) as the curriculum to be planned, taught and assessed. Some teachers indicate that they are adjusting the requirements of the Curriculum into the Classroom (C2C) units of work, including the assessment task and Guide to Making Judgement (GTMJ). School leaders and some teachers recognise the need for further professional learning to build all teachers' capability to engage with the AC. Proactive engagement with the Principal Advisor – Teaching and Learning (PATAL) to plan, teach and assess the AC is yet to occur.

School leaders and teachers analyse a range of data sets, tracking student progress and identifying the next steps in teaching.

The school has developed and is implementing an assessment plan that focuses on a range of data sets, particularly diagnostic assessment tasks. For some tasks, there is a correlation table outlining the associated assessment task result that aligns to the Level of Achievement (LOA). Teachers indicate the use of diagnostic data sets, in conjunction with the C2C summative assessment tasks to allocate LOA in English for the end-of-semester report cards. Alignment of school practice with current systemic requirements regarding the use of summative assessment tasks to allocate LOAs is yet to occur.

Parents express appreciation for the support provided to their child.

Where students are experiencing difficulties, teachers refer them to the Special Needs Action Committee (SNAC). Student needs are reviewed and support is allocated accordingly. Some staff members articulate that if a student requires support in their learning, external support should be provided by other teachers or teacher aides. An agreed philosophy and collective understanding of differentiation as part of good first teaching, and the importance of teachers making reasonable adjustments within their classroom, are yet to be apparent.

Staff articulate a supportive culture and strong sense of connectedness to the school.

Staff express appreciation of the support provided by colleagues and the leadership team. Many teachers describe processes associated with teaching and learning that are embedded within their own classrooms. School-wide processes associated with the enactment of these and other practices are yet to be apparent. Some teachers articulate the importance of all staff members working together to build a collective understanding of school-based processes and practices.

The leadership team has maintained a long-term Explicit Improvement Agenda (EIA) focused on reading.

The focus on reading is designed to enhance student achievement. School leaders and teachers are yet to align reading processes to the AC. Some staff articulate that the school is beginning to move to other areas, including numeracy, writing and deep learning. An EIA action plan that outlines the end-point success criteria, supported by actions, targets, artefacts, behaviours and mid-point outcomes is yet to be apparent.

The teaching team understands the importance of delivering teaching and learning that caters to the needs of students at their starting points for learning.

Teachers are focused on teaching and learning to enhance student achievement. Teachers identify individual student needs through the collection and review of student data. These are utilised for the development of individual strategies to support student needs. Teaching staff members utilise a range of strategies for the support of students' individual needs, including the use of reading groups, individual learning conferences, flexible learning environments, scribing, and intervention from teacher aides and the Support Teacher Literacy and Numeracy (STLaN).

The school maintains a reputation for being an important and connected part of the local community.

Many partnerships enhance the teaching, learning and wellbeing of students. The school provides many opportunities for students to engage in experiences and opportunities within the wider community that encourage a boarder perspective on life. The school has developed a range of partnerships with scientists, artists, a local Elder and a psychologist to provide learning and wellbeing opportunities and to enhance the knowledge of the teaching team.

2.2 Key improvement strategies

Build the capability of all staff to plan, teach and assess the AC, working with regional personnel to support implementation.

Build a collective understanding of the difference between, and purpose of, diagnostic and summative data, supporting staff to transition to practices in line with systemic requirements.

Collaboratively develop an agreed philosophy and collective understanding of differentiation and reasonable adjustments, reflecting systemic expectations.

Collaboratively develop agreed processes and protocols associated with teaching and learning that are consistently implemented in all classrooms.

Collaboratively develop an EIA action plan, identifying the end-point success criteria, back-mapping actions, targets, artefacts, behaviours and mid-point outcomes, initially focusing on the AC.