Inala State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Inala State School** from **16 March to 20 March 2017**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

John Bosward	SIU (review chair)
Jeff Jones	Peer reviewer
Pam Hall	External reviewer

1.2 School context

Location:	Rosemary Street, Inala
Education region:	Metropolitan Region
Year opened:	1955
Year levels:	Prep to Year 6
Enrolment:	550
Indigenous enrolment percentage:	11.8 per cent
Students with disability enrolment percentage:	4.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	894
Year principal appointed:	2015
Full-time equivalent staff:	35
Significant partner schools:	Glenala State High School, Western Suburbs State Special School, Serviceton South State School
Significant community partnerships:	Police-Citizens Youth Club (PCYC), Smith Family, Kummara Indigenous Family Care, Bunnings – Gardens and Worm farms, RACQ – Road Safety
Significant school programs:	Launch into Life at Logan (LILAL) – Griffith University, Indigenous Cultural Activities, PCYC – Team Up and Breakfast Programs, University of Queensland Research Project – Prep

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Deputy Principal (DP), Head of Special Education Services (HOSES), Business Services Manager (BSM), two administration officers, Support Teacher Literacy and Numeracy (STLaN), English as an Additional Language or Dialect (EAL/D) teacher, teacher Special Education Program (SEP), Speech Language Pathologist (SLP), 27 teachers, chaplain, five teacher aides, 40 students, Parent and Citizens' Association (P&C) president, tuckshop convenor, Guidance Office (GO), Brisbane Indigenous Elder, Vocabulary Professional Learning team members and school groundsman.

Community and business groups:

- Kummara Indigenous Family Support representative, Mission Australia and PCYC representative.

Partner schools and other educational providers:

- Principal Glenala State High School and Aspen Community Child Care representative.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2014-2017
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	Inala Reading Skills brochure
School pedagogical framework	Professional development plans
Inala Peace Pals brochure	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey 2016
Teaching and assessment framework	Inala State School 'What We Do Well' staff feedback 18 January, 2017

2. Executive summary

2.1 Key findings

There is a deliberate focus on building and maintaining positive, caring relationships between staff, students and parents.

The leadership team speak passionately about supporting the wellbeing and academic needs of students. Parents, community members and staff commented on the caring and positive tone of the school. The school places a high priority on student wellbeing and human and financial resources have been allocated to support student and family needs. All staff members identified the strong collegial culture and the formal and informal support afforded to each other as a strength of the school.

Parents are welcome in the school and those interviewed were very satisfied with the access to teachers and the leadership team.

Classrooms are calm, organised and orderly and conducive to engagement and learning. Respectful and caring relationships are reflected in interactions across the school. There are clear, agreed upon responses to appropriate and inappropriate behaviour. Students interviewed spoke highly of the school, their teachers and the learning opportunities they experienced.

The school has formed a number of productive partnerships with local organisations and groups to benefit students and families.

The school engages with the Kummara Association Incorporated to support and nurture resilient Indigenous children, families and communities by responding to issues at a personal, social and structural level. A Police Citizens Youth Club (PCYC) operates an out of school hours care program both before and after school as well as conducting, 'Team Up' a leadership program, blue light discos once a term and a breakfast club. The association between the PCYC and the school has been established for over a decade.

The school is implementing the Australian Curriculum (AC) through the use of C2C unit plans.

Most teachers are using the Prep to Year 6 unit schedule to guide their implementation of C2C units. There is evidence of the development of general capabilities and cross-curricular priorities from the AC is in some classrooms. A detailed sequenced whole-school Prep to Year 6 curriculum plan that makes clear what teachers are to teach and guides teacher planning and assessment is yet to be developed.

The teaching of reading is one of the key focus areas of the school's Explicit Improvement Agenda (EIA).

Considerable effort has been focussed on the implementation of the CAFÉ (Comprehension, Accuracy, Fluency, Expand Vocabulary) Menu Framework for the teaching of reading and the Seven Steps to Writing Success strategy. There is an expectation that these focus areas are implemented across the whole school. The consistent use of a balanced reading program which routinely includes these strategies in all classrooms is still emerging.

Year level cohorts are provided with some release time to plan units of work with the Head of Curriculum (HOC) leading the development of curriculum units in English and mathematics based on C2C resources.

Teachers report that they make adjustments to the content of curriculum units to suit the needs of their students. Teaching staff members across the school are using the C2C assessment tasks. Most teachers adapt assessment tasks and Guides to Making Judgements (GTMJs) to suit the learning needs of their class. Processes to ensure that curriculum programs that are strongly aligned to the AC and the planned intent and rigour of the AC is enacted in all classrooms is yet to be fully developed.

A number of teachers in the school have expertise in specific fields and are encouraged to share this expertise across the school.

Teaching staff members indicate the Watching Others Work (WOW) strategy is highly valued and wish to see it continued and expanded. Some teachers also indicate a desire to engage in coaching and mentoring processes to strengthen their capacity to use evidence-based teaching strategies to enhance student learning.

The leadership team articulate the importance of providing effective feedback on teaching practice to improve student outcomes.

The principal articulates that walkthroughs and observations to evaluate the effectiveness of teaching are an evolving practice across the school. Some experienced teaching staff members are working with colleagues to provide feedback on pedagogical approaches within specific curriculum areas. A formal observation and feedback culture is yet to be embedded in the school.

The school has developed effective programs to facilitate seamless transition processes for students entering Prep and starting high school.

The school has developed a working relationship with Aspen Community Child Care Centre and facilitates interaction between the centre's staff and the school's prep teachers. Meetings are held during the second half of the year to assist the transition process and both the school and the centre are looking to expand the program.

A strong relationship exists with Glenala State High School. Students attend the secondary school through a formal transition program and both schools share facilities. High performing primary students attend lessons at the secondary school as part of the differentiated curriculum program.

2.2 Key improvement strategies

Develop and implement a whole school, sequenced curriculum plan that is aligned to the AC including consideration of the general capabilities and cross-curriculum priorities.

Embed agreed strategies for the teaching of reading and writing to ensure consistency of practice across the school.

Develop monitoring and review processes to ensure that curriculum programs are strongly aligned to the AC and the planned intent and rigour of the AC is enacted in all classrooms.

Develop regular opportunities for all teachers to engage in coaching and mentoring to improve their professional practice.

Develop a formal classroom observation and feedback culture involving all teachers to ensure that effective teaching strategies in-line with school expectations are embedded across the school.