Inala State School

Executive Summary

Education Improvement Branch

Queensland Government

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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Inala State School** from **7** to **9 September 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 Assistant Regional Director (ARD) 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

Laurelle Allen	Internal reviewer, EIB (review chair)
Anthony Ryan	Peer reviewer
Jim Horton	External reviewer

1.2 School context

Location:	Rosemary Street, Inala	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	456	
Indigenous enrolment percentage:	14 per cent	
Students with disability:	**Education Adjustment Program (EAP) percentage:**	13.4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	903	
Year principal appointed:	2021 – acting	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting principal, acting deputy principal, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), pedagogical coach, Business Manager (BM), two administration officers, Speech Language Pathologist (SLP), guidance officer, two Support Teachers Literacy and Numeracy (STLaN), special education teacher, two English as an Additional Language or Dialect (EAL/D) teachers, gardener, chaplain, 21 teachers, KindyLinQ teacher, community hub coordinator, six teacher aides, 64 students and 42 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Aboriginal Elder, Community Hubs Australia (CHA) coordinator and Achieving Results Through Indigenous Education (ARTIE) program general manager.

Partner schools and other educational providers:

- Richlands East State School principal and Glenala State High School director of student achievement.

Government and departmental representatives:

- Federal Member for Oxley, Councillor for Forest Lake Ward Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	ISS School priorities
Investing for Success 2021	Strategic Plan 2018-2021
OneSchool	School Data Profile (Semester 1 2021)
School pedagogical framework	Curriculum planning documents
School Opinion Survey	School website, newsletters and website
Connecting to Cultures Data Collection	Student Code of Conduct
Classroom displays	School Online Reporting Dashboard
Data charts	Headline Indicators (April 2021 release)
School budget overview and balance sheet	Sample report cards and Individual Curriculum Plans
2021 Professional learning – Golden Hour Overview	Whole School Curriculum Overview Prep – Year 6

2. Executive summary

2.1 Key findings

The school embraces and celebrates diversity and is actively fostering an inclusive culture that builds on strengths and strives to remove barriers to learning.

Staff members identify that the school population includes a large proportion of students from culturally diverse backgrounds. The strong philosophy of inclusion and drive to ensure that all students learn successfully underpin focused work across the school. Leaders participate in processes to develop a deep understanding of the school community and the challenges faced by some families and the impact on students' engagement in learning. The school community is multicultural with up to 60 languages and dialects spoken in homes. Leaders acknowledge the importance of building a culture of respect and trust as the foundation for whole-school improvement.

The consistent implementation of Positive Behaviour for Learning (PBL) is supporting a calm environment and engagement in learning.

PBL is the school's signature strategy for developing social and behavioural skills so that teaching and learning is the focus in classrooms. The school was selected to be a PBL demonstration school in 2020. The PBL team collects and analyses behaviour data to establish the focus for the following week's PBL lessons. Representatives additionally encourage all teachers to display common PBL posters and artefacts in their rooms at the beginning of the year. Staff members express the belief that this approach is providing all students, staff and parents with a clear understanding of the school's inclusive values, beliefs and high expectations for engagement in learning.

Staff members observe that the highly successful implementation of PBL could provide a blueprint to drive improvement in future priority areas.

They comment that PBL has been prioritised and implemented with positive outcomes. Staff members outline the successful implementation strategies as: involving broad representation from the school community in decision making, setting explicit targets, quality assuring consistency of implementation, making priorities highly visible throughout the school, discussion of progress at all opportunities, feedback sought and acted on, and frequently tracking the impact of strategies. Leaders articulate a desire to develop a systematic plan for implementing current and emerging improvement agendas to enhance precision, build commitment, and support sustainable practices.

Intentional collaboration in planning and reviewing the curriculum is highly valued.

Staff acknowledge the need to maintain ongoing collaborative curriculum discussion during the teaching cycle to further develop teacher understanding of the Australian Curriculum (AC) and school-expected practices in all learning areas. Members of the leadership team and teachers identify the next step in planning curriculum is to design their own units based on the AC achievement standards. Staff express a desire to co-create interdisciplinary units with the intent to streamline assessment, maximise teaching and align with specialist

teachers. The leadership team is committed to continuing to develop and adapt curriculum units across all learning areas aligned to the AC that are quality assured for balance and coverage against content descriptors and achievement standards.

Every student is a valued member of their class and enjoys opportunities to learn with their same-age peers.

Leaders articulate a conviction that targeted teaching in small groups away from the distractions of their classroom sometimes provides better outcomes for students. Intervention is provided by specialist teachers that are experts in their area of focus. Many teachers indicate that students from their class are withdrawn by different support staff throughout the day. Some suggest that there are times when they are not clear regarding the work that is completed during these times and how it is complementing the work within the classroom. Staff members comment there have been discussions regarding developing a single cohesive support team that is aligned to year levels and provides an opportunity for co-planning and co-teaching. Some staff members identify that the success of this intervention model would be dependent on strengthening the capability of staff. Some staff members express a desire to collaboratively review the current model for intervention and to explore avenues to enhance the unified focus on improving Levels of Achievement (LOA) for all students.

Teachers express a strong desire to continue to improve their teaching practice.

Teaching staff indicate that some leaders visit classrooms to audit wall displays or offer informal feedback during occasional walkthroughs. Many teachers indicate that, even though they do not find formal observation of their teaching a comfortable process, they value the opportunity to gain feedback that confirms for them that they are meeting school expectations. They additionally articulate that they would appreciate the opportunity to receive feedback to inform the next steps in further developing their practice. Some leaders express a desire to work closely with teachers to develop a reciprocal observation and feedback cycle to build consistency in the implementation of the agreed pedagogical approaches.

Teachers are eager to enhance student learning through Information and Communication Technology (ICT).

Computers are located adjacent to classrooms and sets of iPads are available for use. Some teachers comment on the limited benefits to learning that can be gained from the use of the school’s oldest iPads that cannot access the network to be loaded with software upgrades or new apps. They additionally note the unsuitability of many of the computers available for classroom work to drive a strong agenda in the use of technology to support learning. The school has electronic whiteboards available in every classroom; the utilisation of which varies. Some teachers indicate an interest in developing additional skills and resources to ensure the best use for learning is obtained from this resource.

The school has a student-centred approach to all endeavours.

Staff members express a shared belief that all students can make gains in their learning when provided with tailored support. Staff members articulate a strong commitment to continuous whole-school improvement that impacts positively on all students. The success of initiatives is judged by the positive effects they have on student learning and wellbeing.

A strong ethos of mutual trust and support exists amongst staff members.

Staff comment they feel comfortable and confident in sharing and collaborating with others to address the learning and wellbeing needs of students. Teachers and school leaders taking personal and collective responsibility for improving student learning and wellbeing, through working together and learning from each other's practice, is emerging as a key feature of the school. Opportunities have been created for teachers to collaborate and to learn from each other's practices. The school has recently developed the 'Golden Hour' as a key driver for building capability.

2.2 Key improvement strategies

Develop a systematic plan for successful implementation of current and emerging improvement agendas to enhance precision, build commitment and support sustainable practices.

Provide staff with time and expertise to collaboratively refine the whole-school curriculum and assessment plan that includes full coverage of the AC, including the general capabilities and cross-curriculum skills that will further engage and challenge the full range of students.

Collaboratively review and refine the whole-school model for intervention including the provision of opportunities for classroom and support teachers to co-plan and co-teach.

Collaboratively develop a process of scheduled observation and feedback loops, of and by leaders, with a focus on aspects of the agreed pedagogical approaches.

Build the school's infrastructure and staff ICT capability in the use of technology that supports the effective delivery of the curriculum.