# Irvinebank State School

## Executive Summary

# School and Region Reviews

Queensland Government

## Contents

# 1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Irvinebank State School** from **19** to **21 October 2022.**

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 SRR and reviews for Queensland state schools please visit the SRR website.

## 1.1 Review team

Leah Mullane                                    Internal reviewer, SRR (review chair)

Trevor Carr                                       Peer reviewer

## 1.2 School context

| | |
|---|---|
| **Indigenous land name:** | Bar Burrum |
| **Location:** | High Street, Irvinebank |
| **Education region:** | Far North Queensland Region |
| **Year levels:** | Prep to Year 6 |
| **Enrolment:** | 6 |
| **Indigenous enrolment percentage:** | 50 per cent |
| **Students with disability percentage:** | 16.6 per cent |
| **Index of Community Socio-Educational Advantage (ICSEA) value:** | 912 (2020) |
| **Year principal appointed:** | 2022 Term 3 – acting |

## 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, teacher, three teacher aides, Business Manager (BM), cleaner, Head of Special Education (HOSE), two students and two parents.

Community and business groups:

- Three members of the Parents and Citizens' Association (P&C), Irvinebank Progress Association treasurer and Irvinebank School of Arts representative.

Partner schools and other educational providers:

- Herberton State School P-10 Head of Department (HOD).

Government and departmental representatives:

- Centre for Learning and Wellbeing (CLAW) BM coach, CLAW reading and writing coach, State Member for Hill and two ARDs.

## 2. Executive summary

### 2.1 Key findings

**Staff members articulate a shared belief in their drive to support all students to improve and succeed.**

The staff team share a feeling of optimism in the school's future direction. There is a sense of trust in the principal in driving the right agenda for the school, focused on student support and improvement. Some stakeholders identify an improvement in student achievement due to work undertaken in reading and writing. Staff members are committed to the journey in building consistency in their teaching practices through this whole-school focus.

**Staff members are dedicated to creating a 'student-centred' environment.**

Student interests and learning styles factor prominently in everyday teaching and learning. Staff share a belief and commitment to ensuring each student is provided with every opportunity to demonstrate understanding of key concepts and processes. There is a commitment from staff members to 'being here for the kids'. Parents express appreciation for the care shown for all students as individuals. Students convey appreciation for the high levels of individualised support they receive from their teachers.

**The staff team is dedicated to the school and supporting students in their learning and wellbeing.**

Staff members articulate a shared belief in their drive to support all students to improve and succeed. They express a desire for stability and continuity within the school for sustainability of the positive culture and teaching and learning practices. The principal acknowledges the importance of building collective ownership of the Explicit Improvement Agenda (EIA) to embed school-wide practices, with clear timelines for implementation and ongoing collaborative review.

**The principal acknowledges highly effective teaching practices as key to supporting student engagement and improvement.**

As a part of the current EIA in reading and writing, teachers are focusing on developing consistency in the whole-school approach to reading. The approach is based on the Simple View of Reading, with a focus on synthetic phonics, phonemic awareness and decodable readers. Teaching staff have worked together to build expectations of practice in reading and create consistency across the school. The principal articulates an intention to strengthen the consistency of implementation of these practices to build an embedded and documented whole-school reading and writing approach.

**Teachers are dedicated to creating engaging and relevant learning experiences that cater to the individual learning needs of students.**

A whole-school curriculum plan outlines the scope and sequence of the Australian Curriculum (AC) that is being planned, taught and assessed across the school. Teachers use Curriculum into the Classroom (C2C) units as a resource when implementing curriculum

units. They utilise personal methods for unpacking the units and assessment tasks, with some teachers using the sequence of delivery documented within the C2C resources. Embedding the P-6 Curriculum Planning Model (P-6CPM) across all learning areas is acknowledged by the principal as a continuing priority aimed at deepening staff knowledge and understanding of the AC.

**The principal and staff acknowledge the importance of systematically collecting data to improve student outcomes.**

The principal has developed a whole-school data plan outlining the range of data collection that occurs. Data is collected each term and reviewed by teachers. Some staff members indicate a willingness to move to more regular data cycles on key school strategic priorities to ensure student progress and interventions are increasingly intensive and targeted. Clear systems of data collection, monitoring, tracking and reviewing are yet to be embedded.

**The principal articulates the building of an expert teaching team as vital for supporting students to improve and succeed.**

The principal is dedicated to supporting staff in their journey for ongoing capability development. They acknowledge the need to provide further and ongoing capability development opportunities within and external to the school, differentiated for the needs of staff members. Some staff members express a desire to participate in professional discussions with leaders to identify their professional strengths and needs, and develop a plan for capability development. The principal indicates an intention to enact an Annual Performance Development Plan (APDP) process with all staff members.

**The principal and staff members highlight the importance of strong, caring and nurturing relationships with students and stakeholders.**

Staff members describe the strong 'moral imperative' to ensure students feel safe, happy and welcome at school. Classrooms and learning spaces are large, freshly furnished and inviting areas for students, suitable for all learning activities. Student work and artefacts are displayed prominently in key areas. Classrooms are calm with students engaged positively in their learning. Students describe their teachers as fun, kind and helpful.

**Staff members have worked to rebuild and sustain the engagement of parents and community members to best support the needs of the school and students.**

The principal articulates the importance of community partnerships to provide a range of opportunities that enhance students' learning and wellbeing. Parents are invited to the school on a regular basis to participate in activities with students. The school newsletter is a key tool for communication within the school community. The school is working to revitalise their online communication by updating the school website and Facebook page. The Parents and Citizens' Association (P&C) works to support the school in supplementing funding for a variety of events that extend student opportunities.

## 2.2 Key improvement strategies

Build collective ownership of the EIA to embed school-wide practices, with clear timelines for implementation and ongoing collaborative review.

Document and embed the whole-school approach to reading to build consistency of practice with all staff and sustained implementation over time.

Build the capability of all teaching staff to deepen knowledge and understanding of the AC within the multi-age setting, with clear planning processes.

Establish clear systems of collecting, monitoring, tracking, reviewing and triangulating a variety of student data sets identified in the school data plan, including the consideration of regular data cycles.

Develop a plan for the differentiated capability development of all staff members, with consistently enacted APDP processes, and opportunities for professional learning within and external to the school.