Ingham State School

Executive Summary

School Improvement Unit

Queensland Government

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Ingham State School** from **13** to **15 November 2019**.

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

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Brigitte Mackenzie-Wright	Peer reviewer
Dave Manttan	External reviewer

1.2 School context

Location:	McIlwraith Street, Ingham
Education region:	North Queensland Region
Year opened:	1885
Year levels:	Prep to Year 6
Enrolment:	346
Indigenous enrolment percentage:	21.3 per cent
Students with disability enrolment percentage:	4.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	949
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	24.9
Significant partner schools:	Ingham State High School, Victoria Plantation State School, Toobanna State School
Significant community partnerships:	Athletic Development Program (ADP) – fitness centre and pool, local chaplaincy, Ingham Arts Festival Inc., Ingham State High School partnerships, Herbert River Sports – local sporting groups, early childhood network
Significant school programs:	ADP, Global Tropic Futures project, Kids Shed

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:
- Principal, deputy principal, cluster Head of Special Education Services (HOSES), guidance officer, leader of learning, 15 classroom teachers, Special Education Program (SEP) teacher, behaviour and wellbeing teacher, Support Teacher Literacy and Numeracy (STLaN), Health and Physical Education (HPE) teacher, music teacher, teacher librarian, two District Relieving Teachers (DRT), ten teacher aides, Business Manager (BM), two administration officers, writing improvement team, 105 students, 24 parents and Positive Behaviour for Learning (PBL) and wellbeing team.

Community and business groups:
- Parents and Citizens' Association (P&C) president, senior Police Liaison Officer (PLO) and school crossing supervisor.

Partner schools and other educational providers:

- Principal local high school and director local early childhood centre.

Government and departmental representatives:

- Mayor of Hinchinbrook Shire Council, State Member for Hinchinbrook and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Teaching and Learning handbook	Positive Behaviour for Learning handbook
School based curriculum, assessment and reporting framework	Report card and NAPLAN update Semester 1 2019
Collegial engagement framework	

2. Executive summary

2.1 Key findings

Students, staff members, parents and community members are proud of their school.

They are supportive of the school's ethos and care for learners. Parents are highly supportive of the school's positive culture and report confidence in the school's principal, leadership team and staff members. Parents recognise that there are positive relationships between students and teaching staff members that benefit the learning and wellbeing of students. There is a strong collegial culture amongst staff members and school leaders with staff members reporting the school is a good place to work.

School staff members are involved in regular collaborative planning sessions to develop curriculum units in English.

A comprehensive planning system is established and guides teachers to consider the assessment task and Guide to Making Judgements (GTMJ) with a student-friendly version of the GTMJ being created. This process informs the consideration of what teachers want students to know, do and think by referencing the Australian Curriculum (AC). A skills gap analysis is undertaken to identify skills students will develop to be successful. Collaborative mid-term and post-moderation check-ins are used as a means to identify areas of success and further development in the teaching and learning process. Most teachers express high levels of support for this new curriculum planning process.

A collective focus is reinvigorating the Positive Behaviour for Learning (PBL) framework with positive outcomes achieved.

A PBL team meets regularly and is working with staff members to re-establish whole-school processes for effective behaviour management. Initial actions undertaken include regular monitoring and reporting of behaviour data, use of OneSchool for recording of behaviour incidents, collective agreement on the school's behaviour matrix regarding major and minor behaviour incidents, weekly Gotcha lessons, a common reward system and school-wide display of artefacts. School staff members express a common commitment to, and belief in, the effectiveness of these strategies in positively influencing the culture that promotes learning.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the learning areas of the AC.

The school has well established processes for the establishment of curriculum units in English. In other learning areas, teachers report using Curriculum into the Classroom (C2C) curriculum units and assessment tasks to guide their planning processes. Some teachers report they make reference to the achievement standard and content descriptions in this planning process. Others trust that effective implementation of the C2C unit will provide them with coverage of the expectations of the AC. Members of the leadership team understand the need to use the established model for curriculum planning in English to support the

development of curriculum units across all learning areas that forefront consideration of the demands of the AC and engage teachers in pre-moderation.

School leaders recognise that highly effective teaching is the key to improving student learning outcomes.

A pedagogical framework document outlines the school values in relation to high quality teaching and learning. Professional learning activities this year have focused on building teachers' understanding of highly effective teaching practices in writing based on 'The Writing Revolution'[1] model. There is a plan to build teacher capability in the use of the Explicit Instruction (EI) model. The leadership team is continuing to work alongside teachers in the use of high-yield strategies to support effective teaching and learning. They commit to continuing to promote opportunities for staff members to develop their repertoire of practice in the delivery of high-yield strategies that are reflected in, and enacted through, the school's pedagogical framework.

The leadership team is committed to the development of all staff members into an expert teaching team.

The collegial engagement framework details a range of professional learning opportunities for school staff members. These include classroom walkthroughs, coaching and feedback cycles, check-ins, classroom profiling, peer visits, collaborative planning, learning walks, vignettes of practice, master classes and learning lounges. A number of professional learning experiences detailed in this framework have been enacted throughout this year with others yet to emerge to support capability development. The leadership team is committed to enhancing the professional culture by enhancing opportunities for members of the teaching team to engage in showcasing best practice, learning from each other and promoting a self-evaluative culture focused on improving classroom teaching.

School leaders place a high priority on ensuring that the learning and wellbeing needs of all students are catered for.

The leadership team identifies the need to review the school's improvement priorities, systems and teaching practices through the lens of inclusion to ensure best practices and delivery of support to all students with diverse learning and wellbeing needs. Engagement with the support of the regional inclusion coach has commenced to ensure the school's practices are reflective of current systemic inclusion and differentiation policies. The principal is committed to working with school staff members to clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.

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[1] Hochman, J., & Wexler, N. (2017). *The writing revolution: A guide to advancing thinking through writing in all subjects and grades.* San Francisco, CA: Jossey-Bass.

School leaders place a high priority on discussion of systematically collected data that informs teachers of the learning needs of students.

Teachers use a skills gap analysis in writing to determine the areas of focused teaching. This analysis process is completed for each class from a pre-test and is updated at a midpoint review and further updated from the post-testing process. This analysis of writing is discussed by the teacher with their line manager during their check-in meeting at the midpoint review and following the post-test. Information from the skills gap analysis is used to plan whole-class teaching, group and individual interventions.

The development of learning walls is an expected school practice as a visual representation to support teaching and learning.

These walls are frequently collaboratively created throughout the unit of work. The Teaching and Learning handbook clearly outlines the expectations regarding the construction of learning walls in classrooms. Learning walls commonly feature student-friendly GTMJs, the assessment task and assessment exemplars. Learning intentions and success criteria, and the 'know, do and think' table for the unit are additionally displayed. Students articulate they make regular reference to these walls to assist in their learning journey.

2.2 Key improvement strategies

Use the established model for curriculum planning to support the development of curriculum units across all learning areas that forefront consideration of the demands of the AC and involve school leaders in Quality Assurance (QA) processes.

Continue to promote opportunities for school staff members to develop their repertoire of practice in the delivery of high-yield strategies that are reflected in, and enacted through, the school's pedagogical framework.

Maintain and enhance opportunities for members of the teaching team to engage in showcasing best practice, learning from each other and promoting a self-evaluative culture focused on improving classroom teaching.

Clearly define and implement strategies to ensure the school's inclusive education practices genuinely support a whole-school approach for students with disability and other students with diverse needs.