

Innisfail State College – Diverse Learning Centre

School Review Report





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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 **Innisfail State College** from **26 to 29 July 2021**.

The report presents an evaluation of the college's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the college 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

Lesley Vogan	Internal reviewer, EIB (review chair)
Patrick Murphy	Peer reviewer
Nicole Rouen	Peer reviewer
Jeffrey Capell	Peer reviewer
Ken Swan	External reviewer

1.2 School context

Location:	Flying Fish Point Road, Innisfail Estate	
Education region:	Far North Queensland Region	
Year levels:	Early Childhood Development Program (ECDP) to Year 12 Special School Year 7 to Year 12 Secondary School	
Enrolment:	36 – Diverse Learning Centre (DLC) 966 – High School	
Indigenous enrolment percentage:	28 per cent – DLC 34 per cent – High School	
Students with disability:	Education Adjustment Program (EAP):	36 Full-time equivalent (FTE) and additional 18 students in ECDP on 0.5 FTE – DLC 64 FTE – High School
	Nationally Consistent Collection of Data (NCCD) percentage:	100 per cent – DLC 16.1 per cent – High School
Index of Community Socio-Educational Advantage (ICSEA) value:	891	
Year principal appointed:	2012	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, associate principal, four deputy principals, 11 Heads of Department (HOD), head of inclusive practices, Business Manager (BM), two guidance officers, two Advisory Visiting Teachers (AVT), Speech Language Pathologist (SLP), two year level coordinators, Community Education Counsellor (CEC), chaplain, Youth Support Coordinator (YSC), four administration officers, 12 cleaners, grounds staff member, school technical officer, laboratory assistant, 60 teachers, 21 teacher aides, educational interpreter, Vocational Education and Training (VET) coordinator, vocational education coordinator, 25 parents and 99 students.

Community and business groups:

- Private Speech Language Pathologist (SLP), two canteen staff members, Parents and Citizens' Association (P&C) president, MAX employment representative, four Indigenous Elders, Police Liaison Officer (PLO) and Children's Centre – Community Day Care Centre coordinator.

Partner schools and other educational providers:

- Technical and Further Education (TAFE) teacher, TAFE administration officer, Mena Creek State School principal and East Innisfail State School principal.

Government and departmental representatives:

- Councillor for Cassowary Coast Regional Council, State Member for Hill and ARD.

1.4 Supporting documentary evidence

Curriculum planning documents	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2018-2021 (High School, DLC)
Headline Indicators (April 2021 release)	School Data Profile (Semester 1 2021)
OneSchool	School budget overview
School pedagogical framework	Professional development plans
School data plan (DLC)	Student Code of Conduct
School Opinion Survey	College and DLC organisational structure
Professional learning plan 2021 (High School and DLC)	Annual Implementation Plan 2021 (High School, DLC)
School newsletters, website, Facebook, Instagram	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

Parents identify high levels of respect for the Diverse Learning Centre (DLC) team and express appreciation for the support provided to their child and families as a whole by the team.

Staff members' deep regard for students and strong sense of purpose for contributing to the development of a college culture that promotes positive and caring relationships, respectful interactions, and an inclusive and supportive learning environment is reflected within the DLC. Staff members work collaboratively to provide for the learning and wellbeing needs of students.

The DLC has a strong commitment to knowing every learner and their individual needs.

All students in Years 11 and 12 have a Planning Alternative Tomorrows with Hope (PATH) plan. The PATH plan exemplifies the positive partnerships developed between DLC staff, students and parents for individualising strategies to support student learning, wellbeing and successful transitions to post-school options. DLC staff identify the possibility of extending the PATH process to students and families on entry to the DLC.

The DLC's Explicit Improvement Agenda (EIA) identifies four areas for improvement including communication, handwriting, restrictive practices, and progressing the implementation of the Australian Curriculum (AC).

The associate principal articulates the areas of communication and progressing the AC have been ongoing agendas throughout the last four-year strategic planning cycle with an emphasis placed on developing Augmentative and Alternative Communication (AAC) and Intensive Interaction (II) pedagogies. Staff members are familiar with and supportive of the improvement agenda. The associate principal identifies the EIA as broad and is continuing to refine the agenda in light of the changing student demographic of higher numbers of Prep and Year 1 students.

Staff members work collaboratively to provide for the learning and wellbeing needs of students.

The high school and DLC identify areas where they cooperate and share staff, resources and philosophies. Collaboration between the high school and DLC to identify common priorities and approaches to improvement, change management and organisational structures is an ongoing area of exploration.

The DLC has developed strategies to encourage students to engage in learning and promote positive behaviour.

The associate principal identifies work has commenced aligning DLC expectations and strategies with the four pillars of the college. Staff members have developed individual strategies for responding to student behaviour. Students identify a range of rules including



'No hat, no play', 'No running on cement', 'No standing on garden beds' and 'No standing on furniture'. Teachers use Tricky Tickets to reward students for good behaviour. Students describe collecting Tricky Tickets throughout the week for helping others and good work. Students place Tricky Tickets into a box for a prize draw conducted on assembly each Friday. Students express pride in running assembly and drawing the prize winners out of the box each week. The DLC is yet to explore the use of Positive Behaviour for Learning (PBL) as a framework to promote positive behaviour and to develop safe and supportive learning environments.

A whole-DLC plan for the systematic planning, teaching, assessing and reporting of the AC is documented.

The four-year plan is broken down into subject year and/or band plans that are used to develop semester unit plans. Band plans and unit plans are developed using the Content, Abilities, Standards and Evaluation (CASE) model to assist teachers in planning teaching and learning programs based on the AC to meet the diverse needs of students. Subject team leaders are responsible for the development of these plans, writing Individual Curriculum Plans (ICP), differentiation, teaching, assessment and reporting of a specific subject area for all students across the DLC. Teachers speak with varying degrees of confidence about the AC, their individual curriculum responsibilities and the DLC's curriculum expectations.

The DLC recognises the need to employ a range of engaging and motivating strategies to teach students with disability.

There is focus on the use of II and AAC as signature pedagogies to support the changing needs of students, with a large increase in the number of students with complex communication needs. The DLC is committed to using II to teach the fundamentals of communication and performances that precede speech development. AAC has been adopted to support students to communicate their needs and wants, knowledge and understanding of the AC. A pedagogical approach inclusive of evidence-based practices is yet to be developed.

The provision of National Disability Insurance Scheme (NDIS)-funded therapy sessions meets the specific needs of the local community and allows for a holistic approach to learning in an environment familiar to the student.

The private Speech Language Pathologist (SLP) collaborates with the Department of Education (DoE) SLP to recommend resources, strategies and participate in stakeholder meetings. An occupational therapist delivers individual therapy sessions on site. The delivery of private therapy sessions on site is greatly appreciated by parents and mutually beneficial to all stakeholders.

The DLC demonstrates a strong commitment to the development of staff capability.

The Communication Partner Progression Line is used to identify areas for individual staff development. Staff have the opportunity to self-refer for support from the Advisory Visiting Teacher (AVT)–AAC to achieve their individual goals. Many staff speak with a growing



confidence regarding their use of AAC systems to support student communication development. Teachers and teacher aides are committed to developing their skills in II through the observation of baseline videos to provide warm and cool feedback to staff. Staff highly value this process to increase their knowledge and understanding of II.



2.2 Key improvement strategies

Further refine the EIA to enable an explicit, sustained and measured focus on identified priorities that includes targets for success and timelines for implementation.

Explore opportunities to collaborate with the high school to identify common priorities and approaches to improvement, change management and organisational structures to deepen a whole of college approach.

Explore further opportunities to align DLC behaviour expectations with the established college pillars and PBL approach.

Maintain the commitment to embedding the full AC, ensuring planning, assessment and moderation processes are delivered with rigour and that planning is locally contextualised.

Collaboratively develop, implement and embed a relevant and authentic evidenced-based pedagogical approach.