Innisfail State College – Years 7 to 12 High School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

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

Staff members identify with the college vision of *'Individual Success' and 'Community Pride'* and articulate a commitment to the students they support and the college and wider community they live and work in.

Developed through community consultation, the vision exemplifies the leadership team's objective of building a college-wide culture of intentional collaboration to drive improvement and enhance the learning and wellbeing outcomes for all students. Staff members articulate a deep regard for students and identify a strong sense of purpose in contributing to the development of a college culture that promotes positive and caring relationships. Students describe the college as having 'good' teachers that cater for their learning and wellbeing needs and that build mutually respectful relationships. Parents speak positively of the work of the college and the support provided to their child. The college is acknowledged for valuing diversity and the wide range of curricular and co-curricular opportunities provided to students.

The school offers a range of innovative curriculum-based programs to meet the needs of students.

An acceleration program in mathematics and English is offered to those students achieving at a certain standard. This provides an opportunity for students to fast track their mathematical learning. The IVAAR (Identity, Values, Attitude, Action and Reality) Indigenous education program is the curriculum delivered to class groups with the support and input of Indigenous Elders. The program culminates in an on-Country excursion to the traditional rainforest lands of the Mamu people where they experience teaching by the Elders. The senior school provides multiple learning pathways for students. Students are able to choose a combination of general, applied and Vocational Education and Training (VET) subjects to suit their chosen pathway. A range of extracurricular and enrichment programs is offered to students at various times during the year including sport, arts, literacy and leadership.

Staff members across the college express support for the development of a school culture based on high expectations for student attendance, engagement and outcomes.

Leaders and staff articulate a desire for clear and consistent strategies that will include time to enact and embed decisions, programs and expectations. The leadership team and middle leaders utilise an inquiry process to unpack polices, school data and the school improvement model to develop the Explicit Improvement Agenda (EIA). School priorities are accompanied by action plans with timelines for implementation. Explicit and clear college-wide targets for student improvement are emerging to support the monitoring and evaluation of initiatives and actions in producing desired improvement. Staff express an appreciation for the collaborative approach adopted to support the implementation of the Positive Behaviour for Learning (PBL) priority.

The inquiry cycle process is supporting the definition of roles for key staff members.

The executive team identifies the importance of developing clear roles, responsibilities and accountabilities for leaders and key staff to promote precision in delivering improvement priorities. The composition of the leadership team and middle leaders and their responsibilities are responsive to improvement priorities and the needs of students. An emphasis is placed on building the instructional leadership capability of leaders and key staff across strategic teams and the college. Roles, responsibilities and accountabilities for leaders and key staff aligned to the EIA are continuing to be refined.

Staff members and students speak optimistically regarding the PBL approach and the positive impact it is having on reinforcing and encouraging college expectations and classroom engagement.

The college's four pillars of *'We take responsibility, We are safe, We show respect, We are learners'* underpin college 'Universals' of expected student behaviours. Collaboratively determined and developed by staff, the Universals detail expectations for classroom entry and exit, instructional learning position and phone usage in class. Currently the college is exploring 'respect' as the fourth Universal to be developed. The college PBL team meets regularly to review student behaviour data and determine next steps in consolidating the PBL roll out across the campus. PB4ALL meetings are held fortnightly in the two faculty staffrooms to enable all staff members to contribute to and provide feedback to the PBL priority agenda. Student voice is valued in the college and the PBL team is encouraging teachers to canvas student ideas to support the development of the respect Universal. Concurrent to the PBL approach staff members are collaborating on a review of the college behaviour model.

A focus on developing high quality, locally relevant curriculum resources, supporting effective curriculum delivery for the full range of students, is apparent across the college.

The college utilises a three-level planning approach to curriculum organisation and implementation supporting the effective delivery of the Australian Curriculum (AC). The college's Years 7-10 Curriculum Plan has been developed to provide all teachers with a structured, systematic framework for what and when teachers should teach in all learning areas. The college's intended curriculum, moderation, assessment and reporting expectations are outlined within the curriculum plan. Staff articulate they appreciate the clarity and consistent structures of the curriculum plan and associated support documents, allowing Heads of Department (HOD) to build staff capability in a similar manner across all faculties. Assessment and moderation is a priority focus within curriculum planning meetings. School leaders identify the need to build teacher skills in the development of marking guides as an emerging priority. A checklist of expectations is provided to staff to ensure Quality Assurance (QA) of the planning for curriculum alignment, assessment, teaching and learning. The 2021 Annual Implementation Plan (AIP) clearly outlines a commitment to version 8 of the AC with the continued development of the three levels of planning, the development of a whole-college approach to moderation, and the identification of the writing demands within units for all learning areas.

Leaders are committed to improving teaching practices throughout the college.

Many teachers demonstrate a comprehensive knowledge and practical application of a range of effective pedagogical strategies. It is apparent that Explicit Instruction (EI) is the preferred pedagogy for teaching in the majority of classrooms throughout the college. Leaders and staff acknowledge that EI is yet to be consistently applied across the college. Beginning teaching staff indicate that they know the pedagogy and they have received significant Professional Development (PD) regarding this model. A pedagogy team is working towards gathering evidence on current college practice and research to review and develop a future pedagogical approach for the college.

The college has developed strategies that attract passionate and committed teachers to the community.

There is a high level of collegial support within the college and teachers outline that they find strength and support from their colleagues. The college leadership team places significant emphasis on the wellbeing of staff and students. Staff identify that the principal cares deeply about staff and student welfare. The college's program for beginning teachers is identified by these staff members as outstanding. A documented and formalised process is well established to mentor beginning teachers and is designed to take them from graduate to proficient, in line with the Australian Institute for Teaching and School Leadership (AITSL) teacher standards. This whole-of-campus approach is led by experienced teachers. These teachers organise, monitor, coordinate and support the trained mentors who in turn support beginning teachers in the college.

Local community leaders and partners support and speak highly of the college, recognising it as the school of choice in the community.

Parents express appreciation of the efforts of teaching and non-teaching staff and their commitment to the wellbeing and future success of their child. Families are recognised as integral members of the school community and are welcomed into the college at every opportunity. The Elders program involves local Indigenous volunteers who share their knowledge and assist the college community to connect with Indigenous culture. The college has a range of well-established partnerships with organisations, government departments, universities and agencies to support the learning outcomes of students. The college shares the destination of students following Year 12 with the community through the local newspaper. At the beginning of each year the college highlights the photographs of graduated students and where they have gained employment or are pursuing further education options. This practice engenders a sense of pride across the college and within the whole community.

2.2 Key improvement strategies

Refine the school's EIA through a collaborative approach and include the development of specific measurable targets and realistic timelines to drive and monitor the college's strategic direction.

Strengthen instructional leadership through developing clear roles, responsibilities and accountabilities for leaders and key staff.

Further promote high expectations for student learning and behaviour through a consistent and sustained approach for the implementation of the Student Code of Conduct and PBL.

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

Develop and implement an evidenced-based pedagogical approach identifying effective practices in the engagement of students and an aligned explicit process of feedback, mentoring, coaching and targeted PD.