



# School Improvement Unit Report

## Ithaca Creek State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Ithaca Creek State School from 25 to 27 August 2015. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	Lugg Street, Bardon
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1885
<b>Year levels:</b>	Prep to Year Six
<b>Current school enrolment:</b>	493
<b>Indigenous enrolments:</b>	1 per cent
<b>Students with disability enrolments:</b>	2.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1168
<b>Year principal appointed:</b>	2008
<b>Number of teachers:</b>	19 classroom teachers
<b>Nearby schools:</b>	Bardon State School, Rainworth State School, Oakleigh State School, Toowong State School, Ashgrove State School, Hilda Road State School, Mt Nebo State School, The Gap State School, The Gap State High school
<b>Significant community partnerships:</b>	Red Hill Kindergarten, Mount Cootha Cluster
<b>Unique school programs:</b>	Pre-prep transition program, Age Appropriate Pedagogies project with Griffith University



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Deputy Principal, Head of Learning, Student Services Manager
  - Support Teacher Literacy and Numeracy (STLaN), Student Support Teacher and Guidance Officer
  - 19 classroom teachers, teacher librarian, languages teacher
  - Five student leaders and 18 students
  - Business Services Manager (BSM), BSM/administration officer, administration officer and six teacher-aides
  - School Council chair, Parents and Citizens' Association (P&C) president, swim club chair, tuckshop convenor and 27 parents
  - Local State Member
  - Director of a local kindergarten and Outside School Hours Care (OSHC) chair

### 1.4 Review team

Bert Barbe	Internal Reviewer, SIU (review chair)
Daryl Hanly	External Reviewer
Esta Thiris	Internal Reviewer, SIU



## 2. Executive summary

### 2.1 Key findings

- Students, staff and parents speak highly of the school and value its small school culture.

There is a positive, caring relationship between staff and students. This is evidenced by the manner within which staff, students and parents interrelate across the school.

- The leadership team is committed to finding ways to improve on current student outcomes.

School performance data has been analysed and the leadership team is aware of trends in student achievement which have informed the improvement agenda. The school's broad improvement agenda includes reading, writing, numeracy, science, attendance and closing the gap.

- Communication occurs through a variety of mediums across the school community.

Communication with staff occurs through staff meetings and with the wider community through the school newsletter and school website. Parents indicate that more contemporary communication media would be appreciated.

- In-class modelling is provided for teachers by some school leaders and student services team members.

Most teachers interviewed said they would welcome school leaders to undertake regular observation of their teaching, discuss their work with them and provide timely feedback.

- The school is committed to providing quality learning for all students.

School leaders explicitly encourage teachers to tailor their teaching to individual student needs and readiness. The school recognises the diverse range of learners across the school and acknowledges the need to develop a whole-school strategy.

- The principal, school leaders and teachers express the belief that highly effective teaching is the key to improving student learning across the school.

School leaders and a number of the teaching staff have a commitment to researching and implementing evidence-based strategies for improving student outcomes. The school has adopted a range of research-based strategies, which have informed the pedagogical frameworks. Staff recognise the need for further refinement.



- The school has a significant partnership with a local kindergarten.

A document has been developed outlining partnership elements including positive transition of children and families, pedagogical sharing and teacher visitations between the kindergarten and the school.



## 2.2 Key improvement strategies

- Develop a clearly articulated whole school improvement agenda which is narrow, sharp and accompanied by appropriate and collaboratively determined targets, timelines, resourcing and professional development for all school personnel.
- Strengthen the school's communication strategies to ensure that all staff, students and parents have a clear understanding of the strategic direction of the school.
- Collaboratively develop and implement a formal systematic coaching and feedback protocol across the school.
- Collaboratively review whole-school differentiation practices based on longitudinal data analysis to determine whether current practices are improving outcomes for the full range of students enrolled at the school.
- Collaboratively clarify and embed the pedagogical framework to ensure continued fit for purpose and ownership of the framework at all levels.