Ithaca Creek State School

School-led review validation executive summary

About the school

Ithaca Creek State School acknowledges the Juggera and Turrbal people who are the traditional custodians of this land, Meanjin. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	Metropolitan North Region
Year levels	Prep to Year 6
Enrolment	629
Indigenous enrolment	0.6%
Students with disability	23.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1171

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Ithaca Creek State School** on **6 November 2023**.

- **Kylie Smith**, Senior Principal, Reviews, SRR (validation chair)
- **Darren Sengstock**, Principal, Reviews, SRR
- **Belinda Russell**, Principal, Reviews, SRR

Key improvement strategies

Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.

Domain 1: An explicit improvement agenda
Collaboratively develop and communicate a strategic plan and aligned Annual Implementation Plan (AIP) and Explicit Improvement Agenda (EIA) including strategies and student learning targets to ensure clarity and ownership of school priorities by all school community members.

Domain 8: Effective pedagogical practices
Collaboratively refine a whole-school approach to pedagogy including a range of agreed high impact and age-appropriate strategies to enable a consistent practice using common language of making pedagogical decisions and monitoring effectiveness of chosen strategies.

Domain 7: Differentiated teaching and learning
Broaden staff understanding of the 9 principles of inclusive education to develop a whole-school approach to differentiated teaching and learning that supports the needs of a diverse range of students.

Domain 3: A culture that promotes learning
Build and implement a holistic, integrated Multi-tiered system of supports (MTSS) that aligns engagement, social-emotional learning and positive behaviour systems and effectively utilises available resources to optimise a calm, supportive and productive learning environment.
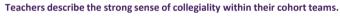
Key affirmations

A sense of community and belonging is a hallmark of the school.

The school's history and traditions are valued and maintained through the strong intergenerational connections of local families. Diversity is valued and the community celebrates the unique backgrounds and contributions of each individual. Staff identify the caring and inclusive nature of the student cohort as one of the key pillars of the positive school culture. Opportunities to celebrate student success and showcase the talents and contributions of staff and students occur regularly through whole-school events, which are enthusiastically supported by parents and community partners. Parents appreciate the input they have into the school's decision-making process and value efforts made by school leaders and teachers to provide formal and informal opportunities to provide feedback. The school community is united in their commitment to sustain an active and responsive centre of teaching and learning that is based upon the ongoing development of students as individuals within the context of a 'village community'.

Learning is viewed as a priority in which all community members invest.

School leaders are committed to building an innovative and contemporary community of learners, and investing in the capability development of staff. Extensive research is undertaken by teams of teachers, before the implementation of initiatives and programs, to ensure evidence-based practices are employed. Teachers express a strong commitment to ongoing improvement and actively engage in extending their knowledge and professional practice. A 'best practice' philosophy underpins staff seeking input and advice from each other. External consultants are engaged to measure and monitor the efficacy and impact of programs and initiatives, and to build the capability of staff. Beginning and early career teachers express appreciation for the targeted and ongoing support they receive through induction, coaching and mentoring. A program for leadership capability development is in place to support middle and teacher leaders. A broad range of enrichment and extension opportunities to engage students beyond the curriculum are in place, and these cater to the diverse range of interests and talents of students and staff.

Teachers describe the strong sense of collegiality within their cohort teams.

Teachers articulate they enjoy working at the school and describe cohort collegiality as a positive aspect of their work environment. They speak positively of the collaborative opportunities they are afforded to work with their cohort colleagues. Teachers value their cohort planning times and the open sharing nature of their team members. They describe a strong commitment to their students and express an openness to the improvement of their practice, and explain individual and collective staff knowledge can be used to increase capability via cohort meetings. Teachers share they value planning time and their cohort team meetings. They explain how these opportunities help build their curriculum expertise. Teachers articulate how the planning sessions provide opportunities for regular reflections on units of work.

A range of strong systems and processes are established and enacted.

An established student services approach, including referral processes to track and support identified students, is embedded at the school. Teachers work with leaders to plan strategies and actions to support students' individual academic, social and emotional needs. Teachers participate in a systematic process for cohort curriculum planning with clearly defined agenda expectations to support strong alignment of Australian Curriculum (AC) and consistent implementation. The principal and teachers meet each term via a formal Annual Performance Development Plan (APDP) process to set, discuss and reflect on identified goals. Leaders and teachers use moderation of student work and data processes to establish a strong understanding of students and their entry point to learning.

The use of data is integrated into formal and informal collaboration.

A number of systems enable collaborative conversations among teachers to plan for student learning. A range of opportunities within the moderation cycle and associated activities are provided. A wide range of data sets including diagnostic, formative and summative data are used to inform teaching and learning. Teachers formally and informally share data regarding newly formed classes and continue to monitor throughout the course of learning to inform the next steps.

Staff discuss the importance of empowering students with skills for the future.

Teachers, parents and students speak of empowering students with the capabilities to succeed in an ever-advancing world. Leaders readily embrace the challenge of preparing and empowering learners for success within a digital learning age. Teachers take their role in this very seriously and carefully plan learning experiences that facilitate authentic student learning to support their transition into, through, and beyond school to successful lives. Students gain skills in using digital tools to enhance their learning through progressively challenging digital technology experiences. Staff work closely with students to gradually develop the skills and confidence to be capable and ready for the next stage of learning at secondary school.

Queensland Government