

Ithaca Creek State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	10



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Ithaca Creek State School** from **30 May to 3 June 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.

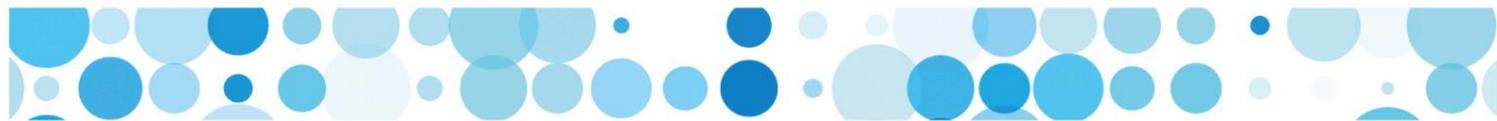
Schools will publish the executive summary on the school website within two weeks of receiving the report.

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

Stephen Bobby	Internal reviewer, SIU (review chair)
Sean Maher	Peer reviewer
Robert Lee	External reviewer



1.2 School context

Location:	Lugg Street, Bardon
Education region:	Metropolitan Region
Year opened:	1885
Year levels:	Prep to Year 6
Enrolment:	585
Indigenous enrolment percentage:	3 per cent
Students with disability enrolment percentage:	3.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1166
Year principal appointed:	2016
Day 8 staffing teacher full-time equivalent (FTE):	33.28
Significant partner schools:	The Gap State High School, Oakleigh State School
Significant community partnerships:	Paddington City Early Years Network, Tangalooma EcoMarines, Hear and Say, Mount Coot-tha cluster of schools, The Sharx Swimming Club, Bardon Scout Group
Significant school programs:	Philosophical inquiry, Smiling Mind, student leadership program, lunchtime clubs, outdoor learning, The Source – community seminars, learning difficulties parent group



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), head of inclusion, eLearning coach, pedagogy coach, 26 classroom teachers and specialist teachers, six teacher aides, Business Manager (BM), two administration officers, grounds officer, tuckshop convenor, school cleaner, 47 parents, four EcoMarines ambassador students and 56 students.

Community and business groups:

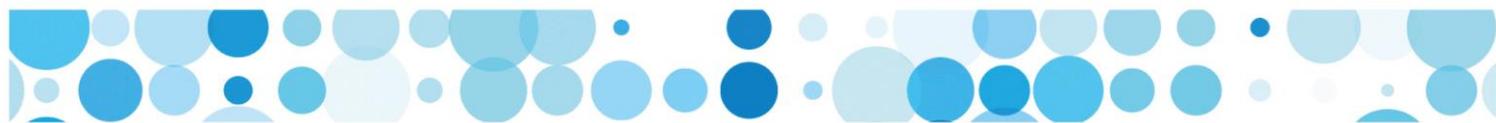
- School council chairperson, Parents and Citizens' Association (P&C) president, parent committee representative, Outside School Hours Care (OSHC) representative, Paddington City Early Years Network representative, Goodstart Early Learning Red Hill director and The Sparx Swimming Club president.

Partner schools and other educational providers:

- Oakleigh State School principal and Kelvin Grove State College junior secondary Head of Department (HOD).

Government and departmental representatives:

- Councillor for Paddington Ward, Brisbane City Council 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 Attendance Policy	School improvement priorities and targets
School pedagogical framework	Whole School Assessment Framework
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Peer Coaching Triads – Plan	Ithaca Creek State School iPad Program
School based curriculum, assessment and reporting framework	Ithaca Creek State School Wellbeing Action Plan
School and Cluster Moderation protocols	Ithaca Creek State School – School Council Strategy
Ithaca Creek State School eLearning Timeline	Ithaca Creek State School – Explicit Instruction of Core Skills Plan
Ithaca Creek State School - Improving student outcomes: coaching teachers in the power of feedback plan	Ithaca Creek State School early childhood data profile, 2019



2. Executive summary

2.1 Key findings

All members of the school community speak highly of the school and its positive reputation in the wider community.

A cheerful, respectful and mindful attitude pervades the school community and there is a sense that all students will be successful in their learning and wellbeing. All members of the school community speak of the characteristics and feeling of a family-centred school and this is a facet everyone acknowledges and seeks to preserve. The learning environment of the school is engaging and offers a welcoming feel. Positive relationships between all members of the school community are apparent.

A high level of parent support is apparent throughout the school.

A highly active Parents and Citizens' Association (P&C) provides significant financial support to the school and there is a high level of mutual trust and alignment between the school leadership and the P&C. The school encourages parents and others in the community to participate in innovative practices to enhance student learning outcomes. An example includes parents facilitating the school's focus on being environmentally aware. The student EcoMarines Ambassadors work with parents and staff to highlight ways in which the whole school can have a positive impact on the environment. Parental involvement in the school tuckshop is high with 60 volunteers currently active in the school tuckshop.

The principal has established and driven a strong improvement agenda for the school over the past three years that has focused on writing, embedding philosophical practices and feedback coaching.

The principal has established a model of shared leadership to implement school programs and operations. Staff members indicate that there is some clarity relating to a number of roles and responsibilities for school and teacher leaders. Some indicate that further clarity, specifically relating to all leaders' roles in driving the school improvement agenda focus areas, would be welcomed. The principal articulates that detailing key actions, implementation timelines and specific accountabilities for school leaders relating to priority programs is yet to be developed.

The school leadership team views student performance data as an essential part of the school improvement agenda.

Discussions with staff identify their awareness of the academic potential and readiness to learn of students in conjunction with the positive support of the whole-school community enable a unique learning environment. The identification of holistic long-term trends relating to the aggregation of student performance information against national systemic, diagnostic and student Levels of Achievement (LOA) is yet to emerge as a school-wide strategy. Feedback from students and parents related to student attainment is yet to emerge as a data source for reflective practices.



The school's culture reflects a belief that the individual needs of all students are addressed and strategies enacted to support the learning of every student.

The school has adopted a holistic approach to student support with a focus on the diverse learning needs of individual students, rather than to those identified in specific target groups. Data meetings led by members of the leadership team are conducted with all teachers on three occasions during the year. During these meetings the learning needs of a sample of students are discussed and strategies developed to support these students to access improved learning outcomes. Teachers are able to predominantly speak with confidence regarding the differentiation strategies that they employ in their classrooms. Reflections on how student data was explicitly used to plan for enactment of these strategies on occasion lacked a degree of depth.

A whole-school curriculum and assessment plan outlining how the school addresses curriculum delivery from Prep to Year 6 has been developed by the school.

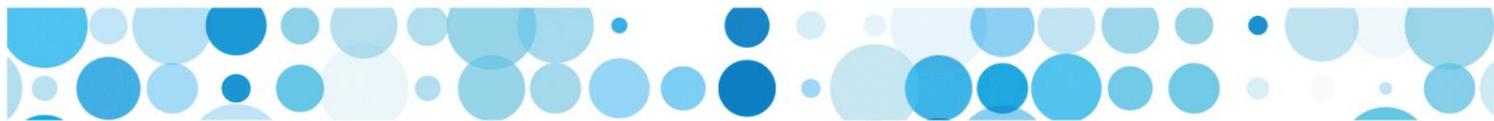
Teachers utilise this plan and supporting documents as a basis for developing unit plans including overviews, assessment tasks and exemplars. Teachers indicate that they plan units of work with year level cohort members. There is a focus on developing teacher understanding of the Australian Curriculum (AC), with teachers describing a collaborative process of front-ending assessment to backward map from agreed Curriculum into the Classroom (C2C) assessment tasks. Guides to Making Judgements (GTMJ) are annotated to build clarity of understanding for teachers and students. Some teachers indicate that they are beginning to explore expanding the GTMJs to allow students to have greater understanding of assessment requirements. Some teachers articulate they are beginning to modify C2C assessment tasks to provide differentiated tasks for learners. All modified C2C assessments are mapped to the AC achievement standards and content descriptors under the guidance of the Head of Curriculum (HOC) to maintain assessment integrity. Teachers indicate that this practice is an emerging piece of work.

The principal has established and driven a strong improvement agenda for the school over the past three years.

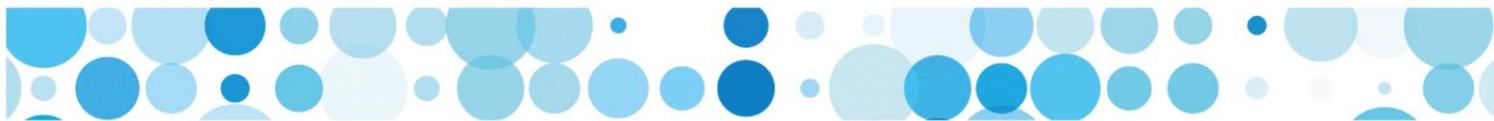
To affirm the school's direction the principal led a re-visioning process to confirm the school's vision, mission and values. This process was known as the 'Yellow Brick Road Forum'. The school's leadership team undertakes regular strategic planning processes whereby it considers the school's performance and plans appropriate responses for collective implementation. The school's vision and strategic direction are regularly articulated to staff members by the principal. There is high level of commitment from school staff to the implementation of the school's improvement agenda with strong support being given to achieving the school's vision.

The leadership team is driving a collective sense of purpose in enabling all students to maximise their learning and wellbeing.

There is a clear focus on the whole child that is frequently spoken of by parents. Parents, school leaders and teachers collaborate in collegial and supportive ways to create an inclusive environment that works to meet the learning needs of all students. The school



community speaks of high levels of trust in the school staff. They express feelings of being welcome in the school and are comfortable to approach members of staff with questions or any concern they may have. Parents and families are valued as partners in student learning. School Opinion Survey (SOS) data for 2018 indicates 100.0 per cent of parents and staff agree 'This is a good school'.



2.2 Key improvement strategies

Enhance the statement of roles and responsibilities that includes accountabilities, measures of success, key actions and implementation timelines for all school and teacher leaders, and ensure these are effectively communicated to, and understood by, all staff.

Provide further opportunities for the staff and school community to engage in the interrogation of a range of data, aggregated over time, to identify trends impacting on student outcomes.

Enhance the precision of staff conversations to develop their skills in the effective use of data to tailor differentiated approaches to teaching and learning.

Build teachers' depth of knowledge of AC content and associated assessment tasks to allow them to continue to develop curriculum and assessment offerings that provide suitable challenge for all learners.