



# School Improvement Unit Report

## Inglewood State School Executive Summary

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Inglewood State School from 15 to 17 July, 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>	Chilcott Street, Inglewood
<b>Education region:</b>	Darling Downs South West
<b>The school opened in:</b>	1964
<b>Year levels:</b>	Prep to Year 10
<b>Current school enrolment:</b>	160
<b>Indigenous enrolments:</b>	12 per cent
<b>Students with disability enrolments:</b>	3 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	930
<b>Year principal appointed:</b>	2012
<b>Number of teachers:</b>	25
<b>Nearby schools:</b>	Texas P-10 State School, Yelarbon State School, Kinden State School, Talwood State School, Bungunya State School, Goondiwindi State School, Goondiwindi State High School, Lundavra State School, Kiama State School
<b>Significant community partnerships:</b>	Nil
<b>Unique school programs:</b>	Stephanie Alexander Kitchen Garden



### 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 Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Head of Department (HOD)
  - Business services manager
  - 20 teachers
  - Ten teacher aides
  - Parents and Citizens' Association (P&C) president
  - 12 parents and volunteers
  - Seven student leaders
  - 30 students

### 1.4 Review team

Jenny Maier	Internal reviewer, SIU (review chair)
Mel Phillips	External reviewer
Carmel McKeering	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school leadership team has established and is driving a strong improvement agenda for the school grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

The focus on pedagogy, teacher development, expectations, monitoring and reviewing, and positive school climate is evident across the school. Staff know and understand the key priorities of the improvement agenda which are enacted on a daily basis. Each staff member has a comprehensive folder that documents all aspects of the improvement agenda. Visual representations of progress are displayed in the staff common room and articulated at staff meetings.

- The school's culture is focused on improving student learning through improvement in teaching.

A high priority is given to the ongoing development of a team of already highly capable professionals. Progress is closely monitored and supported through structures including observation and feedback, walkthroughs, developing performance processes, fortnightly Curriculum and Student Improvement (CSI) conversations and Points of Difference (POD) discussions.

- The school tone is calm, well-ordered, positive and highly conducive to learning.

The three school values, *Learning, Respect and Safety*, are embedded and readily articulated by all. School pride is highly evident across staff, students and parents. Positive behaviour is a mark of the school and students enjoy the rewards for consistent demonstration of school expectations. Staff, student and parent satisfaction with the school is very high.

The leadership team is aware of the attrition of students leaving Inglewood State School before the end of Year 10 to pursue their senior secondary schooling at larger secondary schools.

- The school has a comprehensively documented curriculum plan that clearly outlines the delivery of units of work with timing and assessment clearly articulated.

A universally used unit planning template streamlines the delivery and assessment of curriculum. It is centrally held and readily accessible for staff use. Units are horizontally and vertically aligned to ensure seamless learning across year levels and subjects. Staff value the leadership of the Head of Department in driving and realising this initiative.



- Explicit Instruction is embedded as the school's teaching framework and provides a solid foundation for high quality teaching.

Explicit Instruction is evident in all classrooms through teaching practice, student bookwork and classroom displays. Explicit Instruction is credited as contributing significantly to the development of a positive culture and attitudes to learning.

- School leaders encourage teachers to plan for differentiation in teaching to meet student needs.

A range of approaches to differentiation is evident across the school, with the main focus on lower achieving students.

- Priority is given to the school-wide analysis and discussion of data collected on student outcomes.

A wide range of data is collected and analysed by designated staff and is available to teachers. The information is accessed and used in various ways. Teachers also collect formative class data which is used to make decisions about teaching and learning in the short-term.



## 2.2 Key improvement strategies

- Collaboratively develop a mission statement for Inglewood State School that articulates high quality education, the future direction of the school and how it will prepare students for their future beyond Year 10. Communicate this to the wider school community.
- Strategically utilise existing structures and processes to address the core priorities of the Explicit Improvement Agenda.
- Implement a consistent whole-school approach to data collection and analysis, including timelines and targets. Empower all teachers to be self-sufficient in all aspects of data and its use.
- Implement a consistent whole school approach to differentiation to ensure the learning needs of the full range of students are catered for.