

Indooroopilly State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Indooroopilly State High School** from **22 to 26 March 2021**.

During this review a team from the Council of International Schools (CIS) conducted a virtual CIS accreditation visit.

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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Cameron Hodges	Internal reviewer, EIB (review chair)
Joel Buchholz	Peer reviewer



1.2 School context

Location:	Ward Street, Indooroopilly	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	2488	
Indigenous enrolment percentage:	1.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4.94 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1132	
Year principal appointed:	2003	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, two principals, four deputy principals, Executive Manager (EM), 17 Heads of Departments (HOD), seven assistant HODs, four year coordinators, 44 teachers, two guidance officers, seven administrative officers, Information Technology (IT) technician, two scientific operations officers, schools officer, four teacher aides, two cleaners, 118 students, 18 parents and president, vice president, communications officer and secretary of the Parents and Citizens' Association (P&C).

Community and business groups:

- Six school council representatives and school council chair.

Partner schools and other educational providers:

- Principal of Indooroopilly State School and principal of Chapel Hill State School.

Government and departmental representatives:

- Councillor for Walter Taylor Ward Brisbane City Council, State Member for Maiwar and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2019-2022
OneSchool	School Data Profile (Semester 2 2020)
Professional learning plan 2021	School budget overview
School improvement targets	Curriculum planning documents
Learning and Teaching Guide – 2 nd edition	Student Code of Conduct 2021-2023
School data plan 2021	Professional development plans
School Opinion Survey 2019	School website
2021 Whole School Curriculum, Assessment and Reporting Plan	Integrated Support Services One Stop Shop
Headline Indicators (October 2020 release)	Indro Student Life



2. Executive summary

2.1 Key findings

Domain 1. An explicit improvement agenda

The united school leadership team articulates an unwavering commitment to the established school values driving the Explicit Improvement Agenda (EIA) through the provision of a responsive curriculum, a highly skilled teaching team, and tailored support within an environment of high expectations.

The school has a published School Strategic Plan (SSP) outlining the four pillars of: Our Pedagogy, Our Curriculum, Our People, and Our Learning Environment. This plan details key improvement strategies and success indicators for each pillar with an explicit implementation timeline. School improvement targets include those for National Assessment Program – Literacy and Numeracy (NAPLAN) achievement, Year 12 outcomes, Indigenous education, attendance, retention and a range of questions from the annual School Opinion Survey (SOS).

The implementation of the SSP is supported through the 2021 School Improvement Agenda (SIA) and the 2021 Annual Implementation Plan (AIP). Each faculty collaboratively develops a Department Action Plan (DAP) to outline key actions at the faculty level and specifically address the published school priorities. Established line management practices provide consistent monitoring of strategic planning at all levels.

A strong sense of collegiality and pride exists amongst all staff members who are committed to developing ‘a community of forward thinkers’.


Domain 5. An expert teaching team

Effective use of feedback is a hallmark of the school’s comprehensive and systematic approach to capability development.

The school has a well-documented and embedded approach to teacher capability development and intentional collaboration. A highly regarded and well-resourced Learning and Teaching Team oversees a suite of initiatives aligned to the school’s pedagogical framework and improvement priorities. The school is proactive and strategic in its use of data and feedback to continually refine its capability development programs and initiatives.

The school’s Beginning Teacher Program is highly valued by participants. Beginning teachers participate in a structured mentoring program for two years, whilst an invitational coaching model is used to support more experienced teaching staff.

The school utilises teacher feedback to refine and enhance the role of Professional Learning Communities (PLC), known within the school as PODs, in engaging teachers in collaborative cycles of inquiry aligned to school priorities. The work of PODs is informed by peer-based lesson observations and targeted student feedback data. Teachers’ collegial and purposeful engagement in the PODs has been strengthened by increased teacher agency and choice in



the identification of specific problems of practice and the formation of cross-curriculum teams aligned to these problems of practice.

Heads of Department (HOD) implement a semesterly observation and feedback process. This process is aligned to the school's identified pedagogical practices and to an Annual Performance Development Plan (APDP) cycle that is embedded across the school. The school has clear processes for staff to access Professional Development (PD) aligned to their APDP and to school priorities.

The school's establishment of assistant HOD roles provides targeted opportunities for the capability development of aspiring middle leaders. Middle leaders express valuing the autonomy given to departments in determining how these roles are utilised. Clarity regarding the function and focus of the roles varies. School leaders express a willingness to refine and communicate the responsibilities and strategic utilisation of assistant HOD roles across the school.

Classroom profiling to support teachers' use of the Essential Skills for Classroom Management (ESCM) is in the early stages of implementation. Teachers are enthusiastic regarding the potential of profiling to provide meaningful and actionable feedback and support. The alignment of classroom profiling to related capability development is yet to be fully implemented.

Domain 8. Effective pedagogical practices


Effective teaching is informed by an evidence-based, contextualised, and clearly articulated approach to pedagogical practice.

The school's approach to teaching and learning is aligned to the New Art and Science of Teaching¹ (NASOT) in conjunction with locally developed Indooroopilly Pedagogical Principles (IPPs). The IPPs outline the school's commitment to critical thinking, connectedness, collaboration and creative problem solving. Teachers consistently demonstrate a comprehensive understanding of the school's pedagogical approach and related expectations for teaching practice. Teachers explicitly and consistently reference the elements of the school's agreed practices in professional reflection, coaching and capability development processes.

The school's agreed pedagogical practices incorporate a range of whole-school strategies to enhance students' literacy. These strategies include Question-Answer Relationship (QAR), 6+1 Traits of Writing and Rigorous Reading² that are embedded in teacher planning. Students express strong knowledge of these strategies.

¹ Marzano, R. J. (2017). *The new art and science of teaching*. Solution Tree Press.

² Frey, N., & Fisher, D. (2013). *Rigorous reading: 5 access points for comprehending complex texts*. Corwin Press.



A common unit planning template is used across the school and ensures that the intended curriculum is explicitly aligned to the school's agreed pedagogical practices.

The school's systematic approach to classroom observation and feedback is used by HODs to provide individual feedback to teachers aligned to the school's agreed pedagogical practices. The induction process provides teachers new to the school with an overview of the school's pedagogical approach. The Learning and Teaching Team supports teacher implementation of the school's agreed pedagogical practices with extensive resources.

The school's Bring Your Own Device (BYOD) program is fully embedded across all year levels, supporting the widespread incorporation of digital pedagogy across all curriculum areas. Students highly value the access to comprehensive electronic learning materials provided by teachers. Teachers and students identify OneNote and Microsoft Teams as the key platforms used for virtual collaboration and for creating, sharing and utilising learning resources. A wide range of other subject-specific digital platforms and programs is additionally utilised. School leaders, teachers and students acknowledge the importance of balancing the use of these specialised programs with a coherent and consistent use of key platforms across all learning areas.

Teachers and students identify an improved efficacy in the use of these platforms and programs following the period of online learning in 2020. School leaders recognise the opportunity to leverage off this progress to identify and incorporate effective digital pedagogical practices into the school's agreed approach to teaching and learning. School leaders are collaboratively exploring a range of strategies to enhance students' digital citizenship.

Domain 9. School-community partnerships


An extensive range of educational, business and community partnerships is utilised to enhance learning opportunities for students.

Parents, students and community partners overwhelmingly communicate positive support for the school, staff members and school leaders. They articulate support for the school's high expectations, supportive and welcoming tone, and responsive pathways for all learners.

The school has established a productive partnership with the Parents and Citizens' Association (P&C). The P&C operates the school's tuckshop and supports projects and initiatives aligned to the school's strategic priorities.

The school council provides a mechanism for parent and student feedback in relation to the school's strategic direction and planning. The school community's awareness and understanding of the school council and its role vary. School leaders identify a desire to strengthen the school council's role in actively contributing to the school's strategic planning, including through the incorporation of relevant external expertise from appointed members.

Local primary school leaders identify strong and growing community confidence in the school and positive perceptions in relation to its inclusive culture and academic outcomes. Primary school leaders consider transition processes to be highly effective and engaging, particularly for students with disability or complex social-emotional needs. Primary school



leaders express a desire to enhance existing partnerships, particularly in relation to moderation processes and Science, Technology, Engineering and Mathematics (STEM) initiatives.

The school's extensive curriculum offerings and engaging educational experiences are supported by a wide range of ongoing community and industry partnerships. A variety of partnerships supports the school's wellbeing programs, Vocational Education and Training (VET) courses, curriculum programs and extracurricular offerings, providing access to valuable experiences, support and resources beyond the school. Monitoring and evaluation of the effectiveness of key partnerships occur discretely within the relevant departments and program areas. School leaders identify an opportunity to further enhance the school's strategic partnerships with local business and industry.

School leaders express a desire to develop additional parent and community partnerships to enhance the school's expanded approach to student clubs. School leaders recognise the potential of increased involvement of former students in the life of the school and are exploring a range of avenues for enhancing engagement with the school's alumni.

Domain 3. A culture that promotes learning

A high priority is afforded to creating and sustaining a vibrant and welcoming culture that embraces diversity and student voice.

The school exudes a positive, welcoming and caring tone for staff and students. Staff members, students and parents express great pride in the school and its culturally diverse and inclusive culture. Students universally articulate that teaching and support staff members care about them and are highly supportive of their learning needs and aspirations. Many parents identify the school's focus on supporting every student in finding and following a meaningful pathway as a key strength.

The school's values are utilised extensively to establish and maintain a clear foundation for respectful behaviours and interactions, and a positive school culture. Student voice is used powerfully, systematically and authentically to inform the development and review of school policies and programs.

Students engage in a wide range of leadership and extracurricular opportunities and highly value the recent and ongoing expansion and formalisation of the school's clubs program. Students express strong interest in exploring additional and more frequent opportunities to engage in sporting activities and competitions. The school's extracurricular and pastoral care programs are well resourced and coordinated through the support of a dedicated HOD–student life position. The school has redeveloped its library as a 'student centre' that provides a vibrant and welcoming hub for student clubs and activities.

A weekly Connect lesson is used to deliver a structured, thematically-focused and developmentally sequenced pastoral care, wellbeing and leadership program. Teachers speak positively of the value and impact of Connect. Students' perceptions of the value of Connect vary. Students express a desire for greater input into the selection and timing of topics within the program. The inclusion of the school priorities of digital citizenship and

global citizenship education within the Connect program supports the development of innovation and entrepreneurship skills.

Domain 7. Differentiated teaching and learning

School leaders and teachers articulate the belief that although students may be at different stages of their learning and progressing at different rates, they are all able to be successful learners through the appropriate balance of support and challenge.

There is a school-wide expectation that all teachers will 'know their learners' by creating and regularly updating the 'class data placemat'. As a 'living document' the class data placemat allows teachers to identify students requiring reasonable adjustments, a Personalised Learning Plan (PLP) or an Individual Curriculum Plan (ICP).

There is a documented process to collect evidence, consult with parents and develop ICPs to assist students in accessing the appropriate curriculum level matching their ability. These plans are developed and monitored by case managers in consultation with parents and are recorded on OneSchool. There are currently 12 students accessing their curriculum with the support of an ICP below level. The school has a number of structural differentiation programs and gifted and talented programs to support and accelerate student learning across year levels. School leaders express a willingness to explore the use of ICPs above level to support high achieving students.

Allocated case managers provide support to class teachers in the development of differentiation strategies and rigorous monitoring of student progress against PLPs, ICPs or completion of the Queensland Certificate of Individual Achievement (QCIA). Parents and students are appreciative of the tailored support that is provided and the specialist transition programs that are offered for all students requiring additional support.

As a specialist school for deaf/hard of hearing students, extensive support is available to the 26 enrolled students including four deaf support teachers, 13 education interpreters and two Auslan Language Models (ALM).

Domain 6. Systematic curriculum delivery

The provision of an extensive range of curriculum offerings provides opportunities for the full range of students.

The school has a sequenced plan for curriculum delivery that supports consistent teaching and learning expectations and provides a reference for monitoring learning across the year levels. The 2021 Whole School Curriculum, Assessment and Reporting Plan outlines the curriculum offerings across Years 7 to 12 including the International Baccalaureate Diploma (IBD) program as an option for students in the senior phase.

Faculty leaders develop year and band plans for their specific curriculum areas. Unit plans are developed at a faculty level utilising a common unit planning template that includes pedagogical principles, key school priorities, general capabilities, assessment, teaching considerations and suggested differentiation strategies.



Moderation practices are consistent across all faculties incorporating pre-teaching meetings, assessment benchmarking and post-marking moderation. School leaders articulate a willingness to explore external moderation opportunities to assist teachers in engaging with other schools undertaking similar curriculum experiences in order to verify consistency of judgement. Some teachers express that this additional moderation would be beneficial.

Improving focused feedback to students is a supported school priority. A number of innovative feedback strategies are established including video feedback supported with Auslan and subtitles in addition to the provision of individual digital feedback via authentication software. Students express appreciation for the quality of feedback they receive and the efforts of their teachers in assisting their learning.

Domain 4. Targeted use of school resources

The leadership team has strategically planned and implemented responsive human resourcing and facility development to cater for continued enrolment growth.

The school's budget is developed collaboratively by the principal, Executive Manager (EM) and HODs. It is derived through a process of aligning historical data and current enrolments to local and system priorities. Resource allocations reflect a needs-based approach to support the educational outcomes and wellbeing of all students. The school has strategically allocated additional human resources to support the complexity of a rapidly expanding student population including the introduction of the assistant HOD positions.

Processes are established to monitor the school and faculty budgets throughout the year. The school works in conjunction with the regional finance team to align school expenditure with department expectations. The school's bank balance at the time of the review is \$3 343 565.

Non-teaching staff articulate they have access to PD upon application. The completion of APDPs by non-teaching staff varies. Non-teaching staff members describe feeling valued for their contribution to the school's core business and acknowledge that they are resourced to support them in completing the work they undertake.

Significant facility development has occurred over the last seven years to cater for a doubling in the school enrolment. This has included building extensive new classroom spaces, a new tuckshop, the 'Town Square' and a multipurpose hall that is viewed as a valuable community asset. The school maintains an ongoing commitment to allocating financial resources for maintenance and refurbishment of this heritage-listed site.

Domain 2. Analysis and discussion of data

The analysis, monitoring and sharing of whole-school, cohort and individual student data to inform school improvement priorities and strategic initiatives is an embedded practice.

The leadership team gives a high priority to systematic collection of data including academic, attendance, behaviour and staff/student wellbeing data as outlined in the published School



Data Plan 2021. HODs express appreciation for the data management role within the school that supports in-depth academic data analysis at a faculty, cohort and whole-school level.

Teachers complete a class data placemat for every class at the commencement of the academic year to capture the specific educational, support and welfare needs of every student. These placemats are updated throughout the year following each reporting cycle. Teachers express these placemats are an essential component of 'knowing their students'.

Students, parents and Connect teachers meet for academic conferencing for all students across Years 7 to 12 twice a year utilising individual student profiles compiled through the TrackED software package. Student profiles outline academic grades including criteria analysis, behaviour, wellbeing and attendance data. A range of tiered intervention strategies is utilised for students requiring additional support coordinated through the Students At Risk (STAR) team that meets fortnightly at both junior and senior level.

The academic progress of students with disability is tracked and monitored by an assigned case manager. Special Education Program (SEP) teachers identify the monitoring of students with an ICP or completing the QCIA, and progress of students with disability, as a key responsibility.



2.2 Key improvement strategies

Identify and incorporate key evidence-based digital pedagogical practices into the school's agreed approach to teaching and learning and established collegial engagement and coaching practices.

Implement a systematic and regular monitoring of partnerships with education providers, business, industry, school council and alumni to maximise opportunities and enhance all aspects of school life.

Develop processes to explore the ongoing calibration of the Connect program utilising student voice and co-design to maximise student engagement.

Collaboratively review gifted and talented opportunities to ensure they are responsive to the individual needs of highly capable students within the school.

Collaboratively develop processes for external moderation of student work to assist teachers in making judgments regarding student achievement against relevant achievement standards.

Collaboratively review and implement an APDP program for all non-teaching staff.