

Ilfracombe State 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 **Ilfracombe State School** from **23 to 24 June 2021**.

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

Sandra Perrett

Internal reviewer, EIB (review chair)

Scott Ward

Peer reviewer



1.2 School context

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|--|--|-------------|
| Location: | McMaster Drive, Ilfracombe | |
| Education region: | Central Queensland Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 8 | |
| Indigenous enrolment percentage: | 12.5 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | nil |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 25 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1028 | |
| Year principal appointed: | 2019 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two teachers, Business Manager (BM), teacher aide, cleaner, preservice teacher, six students and five parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, vice president and secretary and Queensland Police Service (QPS) senior constable.

Partner schools and other educational providers:

- Isisford State School principal and BM and Longreach State High School deputy principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2021 | Strategic Plan 2018-2021 |
| Investing for Success 2021 | School Data Profile (Semester 2 2021) |
| OneSchool | School budget overview |
| Professional learning plan 2021 | Curriculum planning documents |
| School improvement targets | School differentiation plan or flowchart |
| School pedagogical framework | Professional development plans |
| School data plan and schedule | School newsletters and website |
| School Opinion Survey | Student Code of Conduct |
| Headline Indicators (October 2020 release) | School based curriculum, assessment and reporting framework |



2. Executive summary

2.1 Key findings

A focus on building and maintaining positive and caring relationships is apparent between staff members and students.

Staff members identify that they enjoy working together and are committed to trying their best to support all students to improve. Classrooms present as calm, happy places in which clear routines and structures are established to promote student learning. Parents express appreciation of the school's attention on student learning.

The principal prioritises the analysis and discussion of systematically collected data on student outcomes.

Collected data is displayed on a data wall located within the principal's office to ensure it directly informs school level decisions, interventions and initiatives. The principal articulates how this data informs reading intervention before school and during literacy blocks.

Triangulated data is utilised by the teaching team to plan a sequence of learning for students.

The school has developed a Curriculum, Assessment and Reporting Framework (CARF).

The CARF makes clear how the curriculum is delivered and the timing of the units of work. The CARF includes four yearly overviews identifying the units of work to be covered for each learning area. Achievement standard mapping is provided for each year level, ensuring that all aspects of the achievement standards are intended to be taught. The school is yet to quality assure that the intended curriculum is enacted for all year levels.

The principal articulates the importance of the school team working together to improve the learning outcomes for students.

Parents express appreciation of the school's focus on student learning. Some staff members identify a range of obstacles to school-wide improvement, particularly those associated with student achievement levels. Conversations with some staff members identify that there is yet to be a culture of high expectations for student outcomes. A shared understanding of how individual and collective actions enable students to achieve year level benchmarks is yet to be apparent.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Parents express their appreciation of the newsletters and fortnightly student-led parades to celebrate student learning. They indicate that most parent engagement involves watching student performances. Some parents are yet to view themselves as integral members of the school community and partners in student learning. The principal identifies the need for ongoing work in creating a school whereby the parent community feels comfortable to engage in student learning.



The principal articulates the value of positive community-school relationships.

Staff members, parents and community members identify the importance of the school in the community. Some stakeholders identify that this connection has varied over time, and indicate a desire to enhance it. Some parents and community members express the belief there is a need for some staff members to be more visible and approachable, and provide enhanced levels of communication.

The Parents and Citizens' Association (P&C) is a valued partner, supporting the school and parents to facilitate access to quality resources and facilities.

The P&C engages with a range of community activities to support their fundraising efforts. The association identifies that the upcoming races provides a significant fundraising opportunity. The P&C subsidises school uniforms and has recently organised for a school jumper to be designed and made, providing all students with the jumper this year.

The school encourages students to become valued members of the community.

This is reflected in the recent Pirate Day, a fundraising activity for the Kids Cancer Project. The school has raised \$786 for this cause, with students and community members participating in a dress-up day and a number of activities. Previous students who currently attend Longreach State High School participated in this event, providing support to implement the range of activities.



2.2 Key improvement strategies

Quality assure the full implementation of the Australian Curriculum (AC), initially focusing on English, ensuring that the intended curriculum is enacted for all year levels.

Establish a culture of high expectations for student outcomes and collaboratively develop a shared philosophy whereby all students are expected to be successful in their learning.

Develop and implement activities designed to engage parents with the school and student learning.

Establish and implement a plan to enhance school-community culture and partnerships, focusing on community engagement, communication and positive relationships.