

Injune P-10 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 **Injune P-10 State School** from **6 to 8 October 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

Scott Curtis

Internal reviewer, EIB (review chair)

Bec Hutton

Peer reviewer



1.2 School context

Location:	Corner of Hutton Street and Fourth Avenue, Injune	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 10	
Enrolment:	72	
Indigenous enrolment percentage:	10.8 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8.1 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	14.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	943	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Department – Curriculum (HOD-C), Support Teacher Literacy and Numeracy (STLaN), small schools Business Manager (BM), nine teachers, three teacher aides, six parents and 42 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives and UnitingCare Community coordinator.

Partner schools and other educational providers:

- Principals of Bymount East State School and Arcadia Valley State School.

Government and departmental representatives:

- ARD and Lead Principal Roma Centre for Learning and Wellbeing (CLAW).

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Explicit Improvement Agenda 2021
Investing for Success 2021	Strategic Plan 2017-2021
School Opinion Survey	School Data Profile (Semester 1, 2021)
OneSchool	School budget overview
School pedagogical framework	School newsletters and website
Headline Indicators (April 2021 release)	Student Code of Conduct
School based curriculum, assessment and reporting plan	Coaching, Observation and Feedback framework

2. Executive summary

2.1 Key findings

School staff members recognise the importance of positive and caring relationships.

Staff articulate closely monitoring the health and wellbeing of students, taking appropriate and timely actions regarding the provision of academic, social and emotional support. Staff acknowledge that relationships are the key to successful learning and commit to building mutual respect with students and their families. Staff members express pride in accepting, supporting and encouraging the learning, and social and emotional development of all students who come to the school.

Ongoing Professional Development (PD) is a priority for the school.

The teaching team comprises a combination of long-term and beginning teachers supported by a number of experienced teacher aides. Teachers detail a range of confidence levels referencing their ability to support the multi-age nature of their classrooms. Teachers and teacher aides articulate their appreciation of ongoing professional learning and collaboration within and across other schools.

The principal supports and encourages active involvement in leadership through acting opportunities.

A number of key staff are further engaged in professional networks. Some staff identify that key personnel driving school priorities can, at times, exhibit a range of leadership styles, expectations and communication techniques. These staff articulate that this may impact upon their capability to understand and progress school improvement priorities and 'stay the course'. Some staff identify opportunities for leaders, including emerging leaders and teacher leaders, to engage with external personnel to support instructional leadership coaching.

A one-page summary details the Explicit Improvement Agenda (EIA) for 2021.

It outlines key actions intended to be undertaken that are aligned to the Annual Implementation Plan (AIP). A number of staff comment that they are aware of the EIA and are yet to be aware of actions or strategies aligned to school priorities. They further articulate that a clear strategic and systematic approach to enact school priorities is yet to be realised.

Curriculum planning focuses on clarifying the intended curriculum, identifying suitable resources and determining assessment.

Support from the Centre for Learning and Wellbeing (CLAW) has enabled leaders to develop the Curriculum, Assessment Reporting Plan (CARP). Teacher consideration of the teaching and learning framework and appropriate pedagogy during curriculum planning processes is an emerging practice. The principal acknowledges the need to be an active participant within the curriculum planning and delivery process.

**Coaching, observation and feedback practices are emerging.**

A coaching, observation and feedback framework supports the building of teacher capability, encouraging professional reflective practice, and identifying ways for staff to cater for the diverse range of learners within their classrooms. Three key personnel are identified as the leaders of the observation and feedback process. A number of staff identify some inconsistencies in the deployment of this process. Some staff describe a rigorous process and others articulate they are yet to be engaged in observation and feedback processes.

The use of student data to inform practice is a priority.

Staff detail how they understand current student achievement levels and how achievement levels have changed over time. Staff reference the use of reading diagnostic data through the use of a school data wall as supporting the understanding of reading levels, informing some aspects of planning and tracking progression and interventions. Data conversations are a key element in supporting this.

The Promoting Literacy Development (PLD) phonics approach is generating excitement.

Many staff detail enthusiasm when referencing the newly adopted PLD structured phonics approach. They articulate the provision of resourcing and opportunities for professional learning that are facilitating the delivery of a program they believe will have a positive impact on student learning outcomes.



2.2 Key improvement strategies

Strengthen the instructional leadership capability of all members of the leadership team, including aspiring leaders, to lead systematic and deliberate approaches for driving an EIA.

Collaboratively map out a sharp and narrow EIA informed by student data sets supported by associated timelines, targets, implementation and success milestones that facilitate staff understanding purpose, direction and involvement.

Enhance deliberate approaches to intentional collaboration across teachers and leaders with a focus on curriculum capability building.

Enact the school coaching, observation and feedback framework with rigour and fidelity across all staff by all leaders.