



School Improvement Unit Report

Ipswich East State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Ipswich East State School from 11 to 13 July 2016. 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

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| Location: | Jacaranda Street, East Ipswich |
| Education region: | Metropolitan Region |
| The school opened in: | 1958 |
| Year levels: | Prep to Year 6 |
| Current school enrolment: | 410 |
| Indigenous enrolments: | 18 per cent |
| Students with disability enrolments: | 5.4 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 927 |
| Year principal appointed: | Term 2, 2016 |
| Number of teachers: | 22.1 (full-time equivalent) |
| Nearby schools: | Bundamba State School, Ipswich Central State School, Ipswich West State School, Silkstone State School, Bundamba State High School, Bremer State High School |
| Significant community partnerships: | Red Cross playgroup, YMCA breakfast club, Police-Citizens Youth Club (PCYC) |
| Significant school programs: | Instrumental Music Program |



1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, deputy principal, Head of Curriculum (HOC), Head of Curriculum Student Services (HOCSS) and Head of Special Education Services (HOSES)
 - 17 classroom teachers, a special education teacher, a specialist teacher and guidance officer
 - Parents and Citizens' Association (P&C) president and 13 parents
 - 24 student leaders and 12 students
 - Local Councillor and a local state high school representative
 - Outside School Hours Care (OSHC) coordinator, two PCYC police officers, YMCA breakfast club coordinator and three volunteers

1.4 Review team

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| Bert Barbe | Internal reviewer, SIU (review chair) |
| Alan Sampson | Internal reviewer, SIU |
| Lesley Vogan | Internal reviewer, SIU |
| Mark Crouch | External reviewer |



2. Executive summary

2.1 Key findings

- The tone of the school reflects a school-wide optimism for the future direction of the school.

Parents and staff members report that the school is now calm and focussed on successful learning. Staff members see parents as partners in student learning.

- The school leadership team identifies and utilises student data to drive the improvement agenda in reading.

The school leadership team meets with year level teams to monitor and discuss class reading data. Teaching staff are at different stages of data literacy. Teachers are using data to identify starting points for teaching and to monitor learning.

- Student attendance has declined over the last three years.

There are currently 24.1 per cent of students attending less than 85 per cent of the school year. A number of tracking and follow up strategies have recently been introduced.

- A set of school values and a mission statement are apparent in the strategic plan 2014-2017.

These values are not yet reflected in current school practices or, as yet, known by staff members. The school leadership team acknowledge that the strategic planning process in 2017 will be timely to collaboratively develop the '*Ipswich East Way*' with parents, staff members and students.

- The school has a documented pedagogical framework that identifies consistent teaching strategies.

All teachers are aware of and apply the Sheena Cameron¹ reading comprehension strategies to their literacy programs. Observations and interviews with teaching staff indicate there is a need for more clarity and consistency in whole-school approaches to teaching, learning and assessment strategies.

¹ Cameron, S. (2009). *Teaching reading comprehension strategies: A practical classroom guide*. Pearson.



- Transitions to Prep and high school are areas for further development.

The school has connections with one local early childhood provider. The principal recognises that the transition to Prep could be expanded to include regular professional sharing and learning opportunities as well as multiple orientation activities. Currently the school undertakes orientation with one of two local high schools and does not yet include curriculum or pedagogical sharing of practice.



2.2 Key improvement strategies

- Establish a whole-school collaborative process to develop the '*Ipswich East Way*', including a current set of key school values and a succinct mission statement.
- Further develop teacher data literacy to analyse, interpret and utilise data to inform adjustments to teaching, monitor learning growth and reflect on the effectiveness of their teaching.
- Explore strategies to enhance collaboration and sharing of teaching, learning and assessment to inspire and engage all students in their learning journeys.
- Develop strong relationships with early learning centres and local high schools to enable an effective transition for students.
- Review and redevelop the current processes and protocols around the recording, communication and follow up on student absences.