Isabella State School
School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Isabella State School acknowledges the Traditional Custodians of the country on which the school is located and pays respect to their Elders, past, present and emerging.

About the school

Education region	Far North Queensland Region
Year levels	Prep to Year 6
Enrolment	492
Indigenous enrolments	40%
Students with disability	19%
Index of Community Socio-Educational Advantage (ICSEA) value	892

About the review

3 reviewers from 4 to 7 June 2024

117 participants

48 school staff

32 students

27 parents and carers

10 community members and stakeholders

Key improvement strategies

Domain 3: Promoting a culture of learning
Strengthen staff capability in implementing Tier 2 and Tier 3 behaviour support strategies to build school-wide collective responsibility for a safe and supportive environment.

Domain 6: Leading systematic curriculum implementation
Formalise opportunities for teachers and leaders to work collaboratively at the unit development phase to build a shared understanding of curriculum implementation and standards.

Domain 7: Differentiating teaching and learning
Develop a consistent understanding of inclusion and inclusive practices among staff, with regional support, to collaboratively refine the whole-school approach to inclusion.

Clarify the whole-school approach to inclusion, with clearly documented roles and responsibilities, to ensure teachers, support teachers, the Head of Special Education Services and leaders understand their roles in supporting students.

Domain 8: Implementing effective pedagogical practices
Develop formal observation and feedback processes to build the capability of leaders and teachers in implementing agreed priorities.

Key affirmations
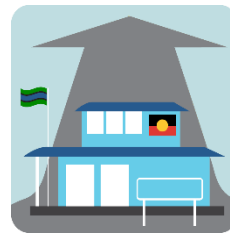
Leaders articulate they are committed to leading a clear improvement agenda.

The leadership team is committed to and united in leading an agenda aimed at improving student outcomes. Leaders articulate the Annual Implementation Plan (AIP) has been developed through examining data and aligns with system priorities. Leaders convey they have communicated the AIP to staff and parents through a postcard that displays priorities and targets.
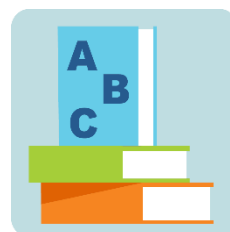
Reading through the curriculum in Prep to Year 2 is improving student outcomes.

The principal presents an AIP incorporating 2 priorities. Improvement in student achievement outcomes in English through the explicit teaching of reading through the curriculum is one of these priorities. The principal communicates a literacy block in Prep to Year 2 is a structured and embedded process. Teachers in Prep, Year 1 and Year 2 express they recognise and value the teaching of reading using the resources from Decodables Readers Australia. Teachers communicate this is positively impacting student learning. They speak about students' love of reading.

Transition programs effectively prepare students entering Prep and high school.

Effective regular transitions programs are established for Prep and Year 6 students. Transition programs are welcoming and facilitate opportunities for students to connect with their school, staff and facilities. The KindyLinQ program provides a conduit to local Early Childhood Education and Care centres and supports children from birth to 5 years. A 'Get Set for Prep' program has been established to ensure young children have a strong start in Prep. Year 6 students have multiple opportunities to engage with transition activities with the local secondary school.

A comprehensive data plan ensures data is collected to inform teaching and learning and monitor the progress of school priorities.

Leaders communicate they are aware that data drives school improvement. The comprehensive data plan clearly outlines expectations for using data to inform teaching and learning and monitor the progress of school priorities. Data specific to vulnerable students is recognised as a priority in addressing this target group's participation in learning. Leaders support teachers' engagement with data and plan to use collaborative meetings and instructional leadership to strengthen this engagement.

Queensland Government