

Norville State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Norville State School** from **21 to 23 November, 2018**.

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

1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Desley Kirby	Peer reviewer
Taylor Haley	Peer reviewer
Tom Robertson	External reviewer



1.2 School context

Location:	Dr Mays Road, Bundaberg
Education region:	North Coast Region
Year opened:	1971
Year levels:	Prep to Year 6
Enrolment:	652
Indigenous enrolment percentage:	11.2 per cent
Students with disability enrolment percentage:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	973
Year principal appointed:	2018 – acting
Day 8 Staffing Teacher Full-time equivalent numbers:	55
Significant partner schools:	Bundaberg State High School, Walkervale State School, Bundaberg South State School
Significant community partnerships:	Engaging Early Learners Professional Learning Community (PLC), Advisory Visiting Teacher (AVT) for Inclusion, Helping Hands Outside School Hours Care (OSHC)
Significant school programs:	Taiko Drums Group, Norville Voices, junior choir, signing choir, instrumental music, band and string program, Quills writers' club, Opti-MINDS, chess club, Norville Heart Starters, Smiling Minds, Positive Behaviour for Learning (PBL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), master teacher, Business Manager (BM), guidance officer, Speech Language Pathologist (SLP), Support Teacher Literacy and Numeracy (STLaN), 37 teachers, 19 teacher aides, 46 parents, 18 students, Parents and Citizens' Association (P&C) president, tuckshop convenor and three administration officers.

Community and business groups:

- Helping Hands – OSHC and Act For Kids.

Partner schools and other educational providers:

- Walkerville State School principal, Bundaberg State High School principal, AVT-Inclusion and Engaging Early Learners PLC facilitator.

Government and departmental representatives:

- Councillor for Division 7 Bundaberg Regional Council and acting ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2015-2018
Headline Indicators (2018 release)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
Wellbeing Framework	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
ICT infrastructure Plan	School newsletters and website
School Opinion Survey 2018	Responsible Behaviour Plan for Students
Moderation Process Document	School Diagnostic Assessment Schedule
School based curriculum, assessment and reporting framework	Walkthrough and observation and feedback checklists



2. Executive summary

2.1 Key findings

The school has a number of highly experienced staff members who have demonstrated a long-term commitment to the school.

Many of the staff have developed high levels of expertise in a range of curriculum areas. A significant number of staff members commit time and energy to support the extracurricular programs the school offers the student community.

Staff members articulate an understanding of the importance of positive and caring relationships as essential to successful learning.

School staff work to build mutually respectful relationships across the school community. The school presents a settled environment for student learning. Classrooms are inviting learning spaces with displays of student work that reflect the current curriculum work of students. Classroom behaviour is predominantly calm and orderly across the school. The community acknowledges the efforts of the staff in providing a positive learning environment.

The principal and members of the leadership team have established an Explicit Improvement Agenda (EIA) for the school that comprises three priority areas.

Priority areas include the Australian Curriculum (AC) – English, information technology and digital literacies, and Positive Behaviour for Learning (PBL). Each area of the improvement agenda includes multiple strategies and actions for implementation and targets for improvements. Targets describe teacher engagement with strategies and some targets are expressed in student learning improvement. Timelines that accompany the agendas are broad and, in many instances, ongoing.

Staff members are able to identify members of the leadership team and key staff they access for support.

The leadership team is newly established with some members, including new members, taking on new roles and responsibilities. Role, responsibility and accountability statements to support the implementation of the school's EIA and other priority areas are yet to be fully developed.

School staff members are focused on engaging and challenging all students within the classroom curriculum.

Teachers work collaboratively in teams with teacher aides and intervention support teachers to provide differentiated learning experiences to meet the diverse range of learners within each classroom. The principal and Head of Special Education Services (HOSSES) have plans established to review the school's inclusive practices and change the model of support for students with disability and students with complex social, emotional and learning needs. A co-plan, co-teach model delivered by teams of teachers and teacher aides in collaborative classrooms will commence in the new year.



The school analyses relevant and timely data to determine overall school performance, and the performance of groups and individual students.

Teachers articulate the most useful data sources for informing next step learning within their classes as checklists, ongoing collection of qualitative data and PM Benchmarks. Teachers discuss student achievement in English during facilitated planning sessions and articulate ongoing informal conversations regarding student learning progress with teaching team members. The school is yet to develop processes whereby school leaders regularly work with teachers and teacher teams to review data relating to their classes or areas of specialisation.

School leaders are explicit in their desire to see effective teaching occurring throughout the school.

The school has a published pedagogical framework based on Marzano's¹ Art and Science of Teaching (ASoT). Discussions with staff members indicate this framework is yet to be clearly understood or referenced. The leadership team acknowledges the need to revisit the school's pedagogical framework as part of the next strategic planning cycle to determine and embed the agreed pedagogical approaches for teaching and learning across the school.

School leaders and staff members give consideration and focus to understanding and addressing the learning needs of all students in the school.

The leadership team works with teachers and across year levels to facilitate the delivery of the school curriculum. Arrangements seek to maximise the utilisation of specialist teachers and visiting teachers, and ensure learning time is optimised and that all students are engaged in worthwhile learning activities. Clear processes for the monitoring and evaluation of the effectiveness of the significant resource allocations and funding strategies and their impact on outcomes are yet to be fully developed in the school.

Students speak positively of the learning environment in their classrooms.

Students articulate that their teachers support them with their learning needs and describe the way teachers and support staff members cater for them in the classroom. Some students are able to articulate how their teachers use the Guides to Making Judgements (GTMJ) to support their learning and improve their Level of Achievement (LOA).

The school is well established in the community.

Generations of local families identify with the school and a number of staff take pride in their long association with it. Partnerships are extensive. They provide valuable support for school programs and initiatives, including aspects of student wellbeing and enhancing participation in schooling. These opportunities are provided through a range of external agencies and businesses.

¹ Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).



2.2 Key improvement strategies

Strategically plan the EIA for the school; work with teachers to define the agreed non-negotiable practices relating to this agenda and monitor implementation of the agenda.

Develop statements of roles and responsibilities that include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by all staff.

Develop strategies to ensure inclusive education practices at the school genuinely support a whole-school approach for students with disability and other students with complex learning, social and emotional needs.

Develop processes whereby school leaders regularly work with teachers and teacher teams to review student outcome data relating to their classes or areas of specialisation.

Collaboratively review the school's pedagogical framework to ensure it reflects agreed pedagogical strategies, is considered in curriculum planning processes, supports the EIA and is consistently implemented in all classrooms.

Build upon the monitoring and Quality Assurance (QA) processes to measure the effectiveness of expenditure and targeted resources to achieve planned improvement in student learning.