

Norville 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 **Norville State School** from **1 to 3 June 2022**.

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) 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

Len Fehlhaber	Internal reviewer, EIB (review chair)
Chris Erbacher	Peer reviewer
Judi Hanke	External reviewer



1.2 School context

Indigenous land name:	Taribelang
Location:	Dr Mays Road, Bundaberg
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	604
Indigenous enrolment percentage:	13.6 per cent
Students with disability percentage:	14 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	957
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSSES), 24 teachers, 61 students, 23 parents, 11 teacher aides, Support Teacher Literacy and Numeracy (STLaN), guidance officer, school nurse and Parents and Citizens' Association (P&C) president and secretary.

Community and business groups:

- Regional Positive Behaviour for Learning (PBL) coach.

Partner schools and other educational providers:

- Principal of Bundaberg West State School, deputy principal of Bundaberg State High School, Helping Hands Network Outside School Hours Care (OSHC) coordinator, Management of Young Children Program (MYCP) and Principal Advisor – Teaching and Learning (PATaL).

Government and departmental representatives:

- ARD.

2. Executive summary

2.1 Key findings

The school is committed to building and maintaining positive and caring relationships between staff, students and parents, and all speak positively of a sense of belonging.

A culture of caring is frequently articulated by the community, and complements the school's motto of '*Growing and learning together*'. Many families and teachers have an inter-generational connection with the school and express pride in the academic, sporting and cultural opportunities provided. Staff relationships are respectful and friendly with most teachers describing positive working relationships within and beyond their teaching and work teams. Students are engaging and polite, and speak positively of the care and teaching expertise of their teachers and the strong friendships they have created.

The leadership team and staff diligently foster a differentiated approach as a teaching strategy to ensure that every student is engaged and learning successfully.

The school has a 'wrap around' approach for all students. Parents indicate that staff have a reputation for being extremely caring and considerate of the individual needs of students. Staff collectively recognise that some students require substantial adjustments to learning programs and place a high priority on ensuring that, in day-to-day teaching, they identify and address the learning needs of individual students. The school prioritises identifying and enacting a variety of support options, and staff are committed to seeking out opportunities for teachers to build capacity to provide differentiated learning for the full range of learners in the school. A highly acclaimed Early Childhood Development Program (ECDP) operates in an attractive and well-equipped onsite facility.

The principal expresses optimism and excitement for the opportunity of a new leadership team.

The newly formed leadership team is united and committed to understanding the core needs of students and providing the best opportunities for success. They are implementing a number of governance and management systems to provide improved clarity at the school. The team acknowledges and welcomes the need to invest in developing the instructional leadership of all leaders based on theoretical practices targeted at developing staff capability in the school priority areas, and ensuring that all leaders are leading and monitoring learning.

The leadership team is focused on developing the capacity of the school to ensure all students are provided with a quality education aligned to the Australian Curriculum (AC).

The leadership team recognises the importance of clearly articulating and establishing direct line of sight and Quality Assurance (QA) processes to monitor intended and enacted curriculum. They articulate the need to develop processes for implementing and enacting Version 9 of the AC, including contextualising unit plans and QA processes to monitor the intended and implemented curriculum. The principal outlines the work of ensuring that the curriculum is enacted with precision.



Staff reflect on the increase in student ownership of learning due to the effective and consistent pedagogical practices utilised by the school.

A Collaborative Analysis of Student Work (CASW) process is utilised to calibrate evidence in student samples of work in relation to marking guides. The process references relevant standards that inform the creation of pedagogical action plans. The principal articulates a desire for processes to ensure the identified whole-school pedagogy is effectively implemented in all classrooms through agreed QA and monitoring practices and provision of ongoing detailed feedback.

The principal and other school leaders are committed to the belief that valid data on student outcomes is essential to realising ongoing school improvement.

The school has established and is implementing a data collection plan for the collection, analysis and use of a range of student achievement and wellbeing data. The plan outlines whole-school data collection and recording processes, and timelines. Leaders share the belief that strengthening systems and processes, including data walls, to support staff to be data literate, accurately observing, analysing and responding to a variety of data for the purpose of continuously improving teaching and learning is a natural next step for the school.

The leadership team articulates a commitment to enhancing the skills of a professional team of teachers.

Programs and strategies for enhancing the efficacy of teachers are being introduced with patience and positivity. There is a high level of enthusiasm from staff members for improving teaching skills to positively impact on student learning outcomes. The school has long-term highly committed staff members who have established networks across the school and the Bundaberg community. The school induction program for new teachers includes meetings prior to taking up positions within the school, mentoring as required and access to relevant information. The leadership team acknowledges that this is an area for exploration in developing strategic recruitment and planning for future changes in staffing.

Students speak highly of classroom environments and articulate that teachers make learning fun.

Students articulate that they have a balance of work that challenges them, and they feel safe to take risks and are supported to learn. Leaders recognise that highly effective teaching is key to improving student learning across the school. The principal acknowledges that leading and supporting the implementation of high impact research-based practices focused on delivering high quality learning and engagement for all students is key to improving student outcomes.



The school actively seeks ways to enhance student learning and wellbeing through productive partnerships with parents, families and community organisations.

The school has an excellent reputation in the wider community and last year celebrated its 50th anniversary with many past students travelling long distances to attend the weekend celebrations. Staff actively participated in the milestone, organised historic memorabilia and activities, and welcomed visitors and past students. Parents and families are recognised as integral members of the school community and partners in their child's education. The list of partnerships is long and requires a commitment by many stakeholders to sustain these.



2.2 Key improvement strategies

Invest in developing the instructional leadership of all current leaders based on theoretical practices targeted at developing staff capability in the school priority areas.

Collaboratively develop processes for the implementation and enactment of Version 9 of the AC, including contextualising unit plans and QA processes to monitor the intended and implemented curriculum.

Develop processes to ensure the identified whole-school pedagogy is effectively implemented in all classrooms through agreed QA and monitoring practices and provision of ongoing detailed feedback.

Strengthen systems and processes, including data walls, to support staff to be data literate, accurately observing, analysing and responding to a variety of data for the purpose of continuously improving teaching and learning in the classroom and school.

Engage in longitudinal planning processes for transition and renewal of school staff, and review the induction program.