

Norville State School

School Review Report





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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.



3. Snapshot of previous school review

The last review carried out at the school was conducted from **21 to 23 November 2018**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2018 review was identified as 973 and the school enrolment was 652 with an Indigenous enrolment of 11.2 per cent and a student with disability enrolment of 9 per cent.

The key improvement strategies recommended in the review are listed below.

- Strategically plan the Explicit Improvement Agenda (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 QA processes to measure the effectiveness of expenditure and targeted resources to achieve planned improvement in student learning.



4. Findings and improvement strategies against the domains

4.1 An explicit improvement agenda

Findings

The school's newly formed leadership team is united and committed to understanding the core needs of students and providing the best opportunities for success. The team is implementing a number of governance and management systems to provide improved clarity throughout the school.

The school's Strategic Plan 2019–2022 is operating through the lens of the six key improvement strategies from the last full school review in addition to acknowledging and planning for the other improvement strategies identified at that time. The plan has been used to guide the school's EIA and articulates its aim as being to achieve the very best educational outcomes for every student. This is realised through the creation of a supportive and challenging environment focused on positive attitudes, quality behaviour, and learning performance.

The principal expresses optimism and excitement regarding the opportunity of a new leadership team. They acknowledge 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 principal and leaders acknowledge that due to recent leadership changes and the development of a new team, it will be important to regularly update 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 and understood by all staff.

The 2022 Annual Implementation Plan (AIP) outlines key priority areas of improvement as building staff capacity and capability to inclusively and effectively implement all eight key learning areas with a specific focus on English, the moderation cycle and refining processes for learning walks and talks. There is a focus on developing and refining an academic case management approach to ensure precision in teaching and learning and student feedback. Each priority has a set of qualitative and quantitative targets including Level of Achievement (LOA) data for all students including Indigenous students.

Leaders describe the implementation of CASW and the selection of 'marker' students as key components of this priority. Most teachers are able to articulate their knowledge of the EIA as developing their capability in AC English and their work in the CASW, with particular understanding of Sharratt's Clarity¹ driving planning and collaboration regarding marker students. Teachers speak positively of the clear work to embed learning walls and describe the non-negotiable practices that have been defined and monitored over time to ensure that

¹ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.



teachers and students utilise the walls as the 'third teacher' in the classroom. Students are able to articulate a clear understanding of the use and application of learning walls.

The school places high importance on the communication of school priorities and targets to all staff, students and the community. The school regularly shares priorities with the Parents and Citizens' Association (P&C) and provides regular updates to the community through the Norville News and Facebook. The principal acknowledges a desire for the school to investigate further ways of engaging with parents to improve understanding of the EIA within the community.

Leaders describe a change in demography of the student body and indicate that this has brought about a significant increase in students with complex social and emotional needs, and students from vulnerable and priority groups. They share a belief that all staff have deeply care for students and there is a strong commitment that by working as a team with care and full understanding of data, all students should be achieving at least one year's progress for one year's education. This is realised through providing a safe, respectful, positive and inclusive learning environment. Some teachers express a desire for a whole-school language and understanding of social and emotional regulation and indicate that some staff use the Zones of Regulation as a method to achieve this for students with complex behavioural and social and emotional needs.

Staff members are committed to their roles, with many having long-term tenure, and express pride in the standard of learning that the school offers. They express appreciation for the collegial support and professional learning they experience on a daily basis from one another, and articulate a desire for further opportunities to formally collaborate to drive the school's EIA.

The school has developed innovative staffing models and teams that align to the EIA. There is a strong belief by teachers that the implementation of the Inclusion Support Teacher (IST) provides a valuable strategic resource that helps drive the school's EIA. Some teachers express a desire for further clarity regarding the role of the IST.

Improvement strategies

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

Ensure that statements of roles and responsibilities that include accountabilities, key actions and implementation timelines for all school and teacher leaders are regularly updated, effectively communicated and understood by all staff.

Investigate and implement further ways of engaging with the parents to improve understanding of the EIA within the community.



4.2 Analysis and discussion of data

Findings

The principal and other school leaders share the belief that valid data on student outcomes is essential to support ongoing school improvement. The school has established and is implementing a data plan for the collection, analysis and use of a range of student achievement and wellbeing data. The plan outlines whole-school data collection recording processes and timelines.

Data is utilised by individual teachers and teams of teachers in data conversations with the leadership team to monitor progress for whole-school, cohort, teaching teams and individual students. Current data sets collected throughout the year and documented in the plan include student attendance, Positive Behaviour for Learning (PBL) data, PM Benchmarks, PROBE, Magic 100-300 sight/write words, South Australian Spelling Test (SAST), Early Start, student intervention, Prep screeners, literacy continuum for intensive support students, LOA data, mathematics diagnostic 'Show Me' data, and National Assessment Program – Literacy and Numeracy (NAPLAN). The leadership team acknowledges that there are varying levels of ability amongst staff to accurately observe, analyse and respond to a variety of data for the purpose of continuously improving teaching and learning in the classroom and school. There is a collective commitment to refine the schedule and data to be collected through a period of consultation and feedback with staff.

The School Online Reporting Dashboard (SORD) indicates that the percentage of students achieving 'C' or above in English and mathematics in Semester 2, 2021 was 77.4 per cent and 80.8 per cent respectively. The results for English in Semester 2, 2021 showed that 61 per cent of students with disability and 67.1 per cent of indigenous students achieved 'C' or above.

The Head of Special Education Services (HOSSES) is working with staff to develop a process around the Nationally Consistent Collection of Data on School Students with Disability (NCCD) as the funding model replacing the verification of students with disability process. The HOSSES recognises the importance of accurate information being recorded on OneSchool and is consulting with staff and monitoring development to ensure precision in this process.

Teachers indicate that they use a range of data sources to support judgements regarding groupings and learning arrangements in respective classrooms, as well as supporting referrals for additional support. Since the previous review, the school has developed processes whereby school leaders regularly work with teachers and teacher teams to review student outcome data relating to classes or areas of specialisation.

Teachers meet fortnightly at planning meetings to review data and undertake a case management process. Systematic collection provides the leadership team, year level teams and individual teaching staff with opportunities to identify trends and potential areas to be addressed.



Informed decisions regarding next steps towards student improvement include the review or refinement of programs, differentiation, extension, or intervention actions for individual students, in addition to setting individual, class, or cohort goals. The practice of identifying two marker students has heightened awareness for teachers of the importance of monitoring and the value of professional conversations regarding these students.

A CASW process is used to calibrate evidence in student samples of work in relation to the marking guides that use the relevant standards and assessable elements. In 2022, each class is required to have two marker students for English. These two students are required to have at least one personalised learning goal identified from the Guide to Making Judgements (GTMJ). Teachers bring five samples of work from identified marker students and present these to the CASW team.

With the distribution of Lyn Sharratt's Clarity to all teachers, early discussions have occurred regarding the use of data walls. The leadership team indicates a desire to work with staff to develop a process around the development of data walls, with the aim of shifting the conversation from 'my students in my classroom' to 'our students in our school'. 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 and early years staff recognise the importance of successful transition to the first year of school. Transition statements are accessed and information to support the needs of students entering school is considered. In 2022, 46 transition statements were received from parents via the Queensland Curriculum and Assessment Authority (QCAA) website. Staff acknowledge that the use of transition statements is a tool to identify different pathways and approaches to transitions. Prep teachers describe the information received in these reports as being useful in the early stages of the school year and recognise that these are one aspect of a successful transition-to-school program. They acknowledge that greater clarity and information for incoming Prep students through a comprehensive transition process that includes systematic orientation and discussion regarding transition with the 22 feeder Early Childhood Education and Care (ECEC) providers would be beneficial.

Improvement strategies

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.

Enhance the process of sharing transition information on incoming Prep students with ECEC centres to provide greater clarity and information regarding these students.



4.3 A culture that promotes learning

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 care 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 teaching and work teams. Some teachers express a desire for further opportunities to come together socially. The school operates a wellbeing committee comprised of teachers and leaders who meet regularly to discuss wellbeing issues and collect, collate and develop action plans from wellbeing data such as departmental surveys.

The school is continuing to work towards the full implementation of PBL as means to support student wellbeing and behaviour. The school's values of *'Be Safe, Be Respectful and Be a Learner'* are visible throughout the school. Students are able to clearly articulate the expectations for behaviour. A school PBL handbook has been developed to support all staff in understanding the expected school processes. Some Individual Behaviour Support Plans (IBSP) are in place for students requiring extra support regarding behavioural needs, and are supported by complex case meetings involving teachers, parents, the guidance officer and stakeholders.

A school-wide behaviour matrix outlines the agreed rules and required behaviours in all school settings. These expectations are communicated to students in a range of ways including weekly assemblies with a particular behaviour learning focus, and lessons conducted by classroom teachers that reflect the shared PBL focus and are reinforced through 'teachable moments' throughout the week. Some teachers express a desire for greater clarity regarding levels of consequence for certain student behaviour and an agreed consistent language and framework for students' social and emotional awareness aligned to current school support processes. Regional behaviour coaches speak positively of the school's PBL team structures, meetings and data collection, and articulate that the natural next step for the school is to continue to provide effective behaviour support and Professional Development (PD) for teachers and teacher aides.

The school has built upon its celebrated instrumental music and the Arts program, with parents and students articulate that it is a compelling reason to attend the school, providing strong pathways into high school and the community. The Arts program incorporates the Norville Voices, junior and signing choirs, Taiko Drums Group, strings and concert band. The sports programs focus on excellence in five areas of cricket, rugby league, netball, Australian Football League (AFL) and touch football and encourages both boys and girls to participate. Coordinators of these programs describe as an excellent opportunity for

students to broaden experiences outside of the local community. The school provides extracurricular clubs and activities including chess, Scratch, coding and Opti-MINDS.

The school utilises targeted resources and programs including student support services and the complex case committee to support attendance and positive behaviour for all students with disability. Committee meetings are attended by teachers, leaders, the guidance officer, ISTs and the chaplain, and record priorities, strategies and follow-up for identified students. All notes from these meetings are reported on OneSchool.

The school employs an Indigenous teacher aide for three hours per week to support Indigenous student learning and facilitate special events such as National Aborigines and Islanders Day Observance Committee (NAIDOC) week activities and celebrations including traditional games for all students. The Indigenous Liaison Officer (ILO) and leaders express a desire to use the current 'bush land play area' to develop a 'bush tucker' space. The school has a Yarning Circle that staff describe as harnessing Indigenous perspectives. Leaders express the belief that outcomes for Indigenous students may be further enhanced through strengthening relationships with local Indigenous families and communities.

The school has developed a collegial engagement framework outlining the various ways that teachers and staff collaborate throughout the school year. Leaders explain that an important component of the plan that assists in maintaining positive school culture is the clear guidelines for resolution of concerns or issues, and protocols for respectful conversations. Leaders acknowledge that these components are rarely required due to the positive culture amongst most staff, and that they require regular communication to all staff to ensure understanding of purpose.

The school engages the services of a mentor and former teacher through the Marcus Mission – a network that provides support to build the skills, knowledge and connections of boys and their families, friends, and communities. The mentor engages students in hands-on activities such as gardening and woodwork.

Classrooms and the school grounds generally provide an attractive and stimulating learning environment and an opportunity for physical activity. Students are engaging and polite, and speak positively of the care and expertise of teachers and the strong friendships they have created.

Improvement strategies

Enhance relationships with local Indigenous families and communities to improve parent and student engagement and student achievement.

Extend and embed an agreed consistent language and framework for students' social and emotional awareness aligned to current school support processes.

4.4 Targeted use of school resources

Findings

The leadership team prioritises understanding and addressing the learning needs of all students. This is reflected in the alignment of available resources to school-wide programs and strategies that are designed to address the needs of all students.

The school budget and Investing for Success (I4S) allocation demonstrate explicit links to school targets and the intended strategies for realisation of learning goals. The school has a clearly defined budgetary process developed by the principal and Business Manager (BM) with input from key staff members, in consultation with teachers.

The budget is developed to align local and systemic priorities in the allocation of funds and resource levels with a focus on contextual student needs. The principal and BM meet regularly to discuss the budget including adjustments, resource allocations and purchasing requirements. The principal and BM recognise and actively make strategic decisions regarding the allocation of resources and provisions to ensure sustainable program implementation.

The BM supports and monitors cost centre expenditure and advises the leadership team of potential trends and fiscal vulnerability. The principal has allocated and empowered staff members responsible for implementation of the EIA with direct responsibility for expenditure as necessary across the school. The leadership team recognises the need for ongoing review and development of monitoring processes that identify the impact of school programs on the learning and wellbeing needs of students. At the time of the review, the cash at bank is \$934 456.

The school is highly active in providing programs that engage with the wider Bundaberg community in the Arts and sports, and is developing connections within the local Indigenous community. The school budget clearly articulates ongoing commitment towards ensuring and enabling the participation of all students within these programs. The school community recognises the work of teachers and staff in supporting students to participate in a diverse range of experiences outside the school context. Parents, carers and students articulate sincere appreciation for the opportunities provided to students in extracurricular areas to engage in state-wide events.

The school's 2022 I4S funding is \$420 059. The I4S agreement indicates that this funding is used to extend guidance officer wellbeing support for students in the area of counselling, release time for teachers, speech language engagement, investment in Information and Communication Technology (ICT) programs and resourcing.

Release time for teachers and staff is purpose-driven for engagement in CASW meetings to support case management of students within class cohorts. The program focuses teachers on student data, consultative action planning and goal setting for student outcomes. Teachers and staff articulate that this program builds capacity in implementing academic success for students in English, and some recognise it as a part of broader moderation processes.



The school purchases a significant amount of teacher aide time to supplement programs across the school. Teacher aides are a valued human resource and are deployed in classroom support roles, intervention programs, and wellbeing support. Teacher aides are used to support year level groups of students to differentiate the learning experiences in different cohorts. Teacher aides articulate that they feel valued as part of the school staff. Some teacher aides indicate that further access to professional learning linked to the school priority areas would enhance their ability to support student learning. Teacher aide allocations in every 'pod' of classrooms are utilised to support students with disability, and the implementation of specific programs are highly valued by teachers.

ICT resources throughout the school include two computer labs, one-to-one iPads in senior classes and an interactive whiteboard in each classroom. Teachers and staff recognise the importance of embedding cross-curriculum priorities of ICT and investing in preparing students for the transition to high school ICT learning programs. The leadership team recognises the importance of a defined ICT infrastructure program that incorporates strategic renewal and contextual innovation within the procurement of resources. Teachers articulate that there is often frustration in accessing ICT resources for learning, and the leadership team has a developed plan for investing in laptops across the senior school on a hire base agreement.

Classrooms have modern refurbishments and have access to appropriate levels of traditional and extension learning spaces. All classrooms have a bright and consistent appeal, and there are examples of interactive learning walls that students are able to utilise to review, extend, and consolidate learning opportunities. Teachers and students take great pride in their classrooms that are highly engaging, purposeful and productive. The school is currently engaged in a facilities renewal program that will see the replacement of eight learning areas with contemporary teaching spaces.

Improvement strategies

Develop a strategic ICT innovation and renewal plan for sustainable resourcing.

Develop monitoring and QA processes to ensure ongoing review that identifies the impact of school programs on the learning and wellbeing needs of students.



4.5 An expert teaching team

Findings

The leadership team articulates a commitment to building a school-wide, professional team of teachers. Programs and strategies for enhancing the efficacy of teachers are being introduced with patience and positivity. They are based on research and are carefully considered to enhance the capacity of staff to deliver effective teaching and learning practices. There is a high level of enthusiasm from staff members to improve their skills to impact positively on student learning outcomes.

The EIA has a strong focus on researched pedagogical practices described in *Clarity* by Lyn Sharratt. Teachers are provided copies of the text and have been working through chapters of the book throughout the year. Teachers articulate that they highly value the opportunities to unpack the content within internal PD opportunities facilitated by the leadership team.

The school implements an Annual Performance Review (APR) process, supporting teachers to reflect on practices and establish goals for improvement. The process is linked to the school's priorities, and teacher reflection on their individual growth needs to meet the AIP. All teachers value meeting with the principal at the beginning of the year to discuss their practices and create smart goals for implementing the current EIA.

Goals are collaboratively developed and become the informal focus for classroom walk and talk practices, informal coaching, and PD activities. Opportunities to observe peers who provide exemplars of quality pedagogical practices have been provided in the past. Teachers are supportive of working together to improve practice and Watching Others Work (WOW). The implementation of regular observations and feedback to teachers is not yet consistent.

Teacher aides are viewed by teachers as highly professional members of the school team. APR plans are created for teacher aides and are discussed with their supervisor. Teacher aides are involved in whole-school PD activities, training in the implementation of programs and skill development for engaging with students with disability. They meet weekly with their supervisor to discuss roles and responsibilities and express feeling well supported by the leadership team.

Administration officers have APRs, and meet regularly with their supervisor and are provided with a range of PD activities. APRs include a focus on their individual roles and responsibilities in supporting the learning of students and meeting operational school goals.

To expand subject knowledge and support teachers to improve their current understanding and planning of AC English, the school has collaborated with the regional Principal Advisor – Teaching and Learning (PATaL).

Teachers share an appreciation for school leaders actively engaging in the teaching and learning process, providing informal feedback, observation, and coaching. Many teachers comment that they would like to have school leaders more actively involved in classrooms and provide them with further feedback on their teaching practice. School leaders



acknowledge that school programs such as Professional Learning Communities (PLC), formal classroom observations and feedback have been disrupted in recent years.

The school has long-term, highly committed staff members, who have established networks across the school and the Bundaberg community. Leaders and staff recognise the importance of this strong collegial culture in the implementation of teaching and learning programs with consistency and efficacy for the benefit of students. 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. Teachers involved in the induction program remark that the process provided some relevant information for an effective start to teaching within the school's context. The leadership team acknowledges that this is an area to explore in developing strategic recruitment and planning for future changes in staffing.

Improvement strategies

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

Consolidate and define the APR process and develop a shared understanding of feedback processes and protocols across the school.

Review PLC engagement within the collegial framework to contextualise and contemporise focus and collaboration.

4.6 Systematic curriculum delivery

Findings

The leadership team is focused on developing the capacity of the school to ensure all students are provided with quality education aligned to the AC. The school has been working in conjunction with the regional PATaL to develop a Curriculum, Assessment and Reporting Plan (CARP) aligned to the P-12 curriculum, assessment and reporting framework (P-12 CARF).

The current CARP reflects the regional expectations aligned to the AIP and EIA. The principal and staff members articulate a desire to develop, update or review the school-based policies and procedures as required in the P-12 CARF, and include the provision of greater local context to enact the AC consistently across the school.

A significant aspect of the CARP involves the three levels of planning. The principal is planning with the leadership team to ensure alignment and clarity for teachers in the implementation of the intended curriculum. The year level and band plans are based on the Prep to Year 6 curriculum, utilising Curriculum into the Classroom (C2C) units of work. Some teachers express motivation to work collaboratively to share planning, teaching, assessment and reporting across cohorts.

The third level of planning involves unit planning. Teachers identify they utilise the C2C units of work, redeveloped and reflective of the multi-age curriculum needs where appropriate for multi-age classes. Teachers review the assessment tasks and GTMJ for the required year levels and engage with pre-moderation unpacking of the units informally to establish clear understanding of the expectations of the upcoming units. Teachers convey that they would highly value the opportunity to engage with facilitated collaborative planning and feedback from the leadership team.

The third level of planning is aligned to the AC achievement standards to ensure all relevant achievement standards for all year levels are being taught and assessed. The leadership team identifies that further work is required to quality assure the CARP and three levels of planning, including facilitated planning, and assessing aspects of the AC against the achievement standards. The principal articulates that the work of ensuring that the curriculum is enacted with precision within classrooms and its alignment to curriculum plans, anchor charts and student outcomes is emerging across the school.

The school is yet to collaboratively decide on where the units of work will be located. Staff members currently utilise G drive, portable hard drives and reference the possibility of using a centralised storage process. The leadership team and some staff members identify the importance of developing a single shared platform for all units of work.

The CARP is being reviewed and updated by the Head of Department – Curriculum (HOD-C) to align with the release of AC Version 9. The intention is to have two cycles of units to ensure consistency of alignment with the Australian Curriculum, Assessment and Reporting Authority (ACARA) expectations for students transitioning through multi-age classroom settings, and ensure fidelity of A and B years.



The leadership team recognises the importance of clearly articulating and establishing direct line of sight and QA processes for monitoring the intended and enacted curriculum. They articulate a need to develop processes for the implementation and enactment of AC Version 9, including contextualising unit plans and QA processes to monitor the intended and implemented curriculum.

Teachers predominantly use the C2C units and assessment tasks to guide curriculum planning and implementation. Teachers describe varying levels of reference to the AC when they are planning these units, and many trust that the achievement standards will be met by implementing C2C units effectively. The majority of teachers outline that they utilise AC achievement standards to highlight differentiation avenues for students to successfully demonstrate individual achievement through the CASW process.

The school engages with CASW, and works in conjunction with pre-moderation (M1) and before calibration moderation (M2). Teachers collate samples of annotated GTMJ's and share student work within the cohort team. The cohort team then discuss and focus on the collaborative development of bridging pedagogical strategies to support students moving from D to C, C to B and B to A against the AC assessable elements. Teachers share that the facilitation of this process by the leadership team is highly valued by staff and they feel collaboratively supported in creating positive achievement milestones for marker students.

Teachers reference elements of the school curriculum framework for their class cohort. Some teachers express a desire to redevelop units of work to better suit their class and community context and are eager for greater understanding of how they may integrate the AC Version 9 more clearly within units of work. Teachers identify a high level of motivation to engage collaboratively to make the necessary changes for alignment to AC Version 9.

The school employs a fractional technology teacher who provides direct instruction, assessment and reporting on units of work in digital media and the Arts. The teacher works with other digital technology teachers and the regional PATaL to create contextual units of work within the Bundaberg cluster of schools. This program has strong alignment to the AC Version 9 and is expected to be fully implemented in 2023. School leaders recognise that this work has been exemplary in preparing the school for the transition to AC Version 9.

Improvement strategies

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.

Establish shared agreement of unit planning storage and review current processes for online recording of all curriculum documentation and resources.

4.7 Differentiated teaching and learning

Findings


The school leadership team diligently fosters a differentiated approach as a teaching strategy to ensure that every student is engaged and learning successfully. 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 their learning programs and place a high priority on ensuring that, in their day-to-day teaching, they identify and address the learning needs of individual students. Leaders acknowledge the need to provide further learning opportunities for teachers to continue to build their capacity to provide differentiated learning for the full range of learners in the school.

The school has a clear expectation that all students enrolled, including students with disability and English as an Additional Language or Dialect (EAL/D) students, have support mechanisms that cater to their individual needs. The school has a wrap around approach for all students, identifying and enacting the variety of support options available, and staff are committed to seeking out learning opportunities for teachers to build their capacity to provide differentiated learning for the full range of learners in the school.

A highly acclaimed onsite ECDP operates in an attractive and well-equipped facility with 28 children aged from birth to five years currently enrolled. The ECDP team includes an early childhood educator, guidance officer and teacher aides, who liaise with a range of health services to help children develop the valuable skills required to be successful learners in the program and as they transition to school. These health services include occupational therapists, physiotherapists, nurses, and Speech Language Pathologists (SLP). The ECDP team also works with other providers such as the National Disability Insurance Scheme (NDIS) early childhood early intervention partners, paediatricians, and allied health professionals.

Strategies have been implemented to ensure inclusive education practices genuinely support a whole-school approach for students with disability and those with complex learning, social and emotional needs. The HOSSES has recently revised the student support services referral process. Through a succinct flowchart, the school intervention process clearly defines the steps to be taken when a teacher identifies a concern regarding a student. This process includes the involvement of the IST, an indicator of the leadership team's commitment to support classroom teachers. This ensures a whole-school approach is taken to support students with disability and those with complex learning, social and emotional needs. The IST provides targeted instruction to improve outcomes for students with disability, speech language difficulties and learning support requirements.

Differentiation profiles containing a checklist of extensive information regarding students are completed and regularly reviewed. The HOSSES and teachers maintain regular communication with parents in relation to Individual Curriculum Plans (ICP). There are currently 19 Tier 2 and Tier 3 students on ICPs. The practice of using assistive technology devices has enabled some learners to work in the classroom without ICPs. Complex case



management meetings for Tier 3 students occur fortnightly with the HOD-C, HOSES, guidance officer, deputy principals, IST, and relevant classroom teachers. Management of Young Children Program (MYCP) personnel attend when required. Student support meetings occur fortnightly on alternate weeks. Support programs include RIP IT UP reading for Years 5 and 6 and oral language and social emotional support provided by the IST. Student progress is monitored and tracked. Online literacy and numeracy software, including Mathletics, is used to provide additional support for students.

Teachers use student data to identify individual student's difficulties and misunderstandings and set starting points for learning. Teachers plan in accordance to the AC achievement standards by referencing the GTMJ contained in C2C. Personalised learning plans are developed for students receiving learning intervention or extension.

Learning walls are apparent in all classrooms as part of the school's focus on visible learning. Visual and attractive classroom displays that centre around a learning intention and include elements such as text scaffolds, word walls, and 'Bump it up walls' make learning visible for students. Students in Years 5 and 6 are able to describe learning intentions and some are able to articulate their learning goals in English and mathematics. Some teachers have developed individual goals in consultation with students. Others acknowledge that they require further development and refinement with regards to student learning goals. The way student goals are developed, monitored and reviewed varies across the school. A consistent approach to developing individual learning goals in all classrooms is acknowledged by leaders as a way of providing a focus for improved learning, and assists students to monitor their own progress.

The leadership of the school has plans in place to review processes for collecting data for the NCCD as well as the processes regarding the administration of medication to students without a diagnosis.

Considerable allocation of funds from I4S have been allocated for: additional speech language specialist assistance to identify student needs and develop speech programs; teacher release to enable teachers to share best practices for differentiation; an additional counsellor; and increasing the number of teacher aide hours to continue to implement early intervention programs and support students with high needs.

The leadership team actively promotes the use of pedagogical practices as strategies for ensuring that every Aboriginal student and Torres Strait Islander student is engaged and learning successfully. 13.6 per cent of the student population identify as Indigenous. An ILO works with 90 students from Prep to Year 6, conducting weekly Traditional Indigenous Games (TIG), and coordinating programs such as Deadly Choices and the Tucker healthy eating program.

Improvement strategies

Provide further learning opportunities for teachers to continue to build their capacity to provide differentiated learning for the full range of learners in the school.



Ensure consistent implementation of individual learning goals in all classrooms to provide a focus for improved learning and assist students to monitor their own progress.

4.8 Effective pedagogical practices

Findings

The leadership team recognises 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.

Since the last review, the school has collaboratively reviewed the 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. The principal outlines the development of the Norville Pedagogy Tree which is described as a toolkit for teachers in making professional judgements regarding how to teach while helping to frame pre-moderation processes and information.

The pedagogy tree has been developed as a whole-school pedagogy and professional learning plan designed to bring together key elements of the school improvement plan to improve student outcomes. The plan highlights a range of areas aligned to the current school and regional priorities including Explicit Instruction (EI), making judgements, feedback strategies, assessment and curriculum intent. The plan is underpinned by students' understanding of Sharratt's Five Questions for Learning (5Q4L) and how they relate to their own learning. It is supported by key school, regional and systemic priorities. A limited number of teachers are able to reference the pedagogy tree and leaders acknowledge the need to review and refine all agreed pedagogical plans and practices to ensure alignment with current school, regional and systemic priorities.

The principal acknowledges that student feedback is an important high-yield strategy and that the development of an agreed set of formalised feedback strategies designed to complement specific learning areas is an important next step in providing consistency of practice across the school. Teachers and leaders reference marker students for each class and case management meetings with cohorts where strategies are developed and discussed. The principal describes learning walks and talks taking place as a priority for understanding how students are learning, with students being asked the 5Q4L. Formal processes for feedback to teachers and discussion and response to learning walks and talks are yet to be established.

Some students describe aspirational learning goals linked to their English achievement, and reference Bump it up walls as assisting them to achieve aspirational targets. Leaders acknowledge the need for consistent goal setting expectations for student learning.

Learning walls and Bump it up walls are developed and utilised in all classrooms with teachers speaking positively of the strategic professional learning implemented during the roll-out. They articulate that learning walls and Bump it up walls have been a positive step for their teaching and are able to discuss how they are used and the impact they have on improving student outcomes. Staff reflect that there is increased student ownership of their learning. Students display a strong understanding of the use of the walls and how they are able to assist them as the third teacher in the classroom.



Teachers identify that the pedagogical approach of the school is based on the Gradual Release of Responsibility (GRR) and the use of learning walls and Bump it up walls. The definitive use of EI is referenced in some classrooms with artefacts including 'We are learning to' (WALT) and 'What I'm looking for' (WILF) charts. The principal articulates the need 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 leadership team describes pedagogies associated with Lyn Sharratt's Clarity as next steps for sharpening and deepening the school's signature pedagogical practices. Most teachers reference the Clarity agenda as a priority of the school that will drive future pedagogical practices.

PD has previously been provided for teachers in effective and inclusive teaching strategies including Age-appropriate pedagogies (AAP). Some early years teachers express a desire to utilise this learning to develop an agreed early years philosophy at the school.

Students speak highly of classroom environments and articulate that teachers make learning fun. They explain that they have a balance of work that is challenging, that they feel safe to take risks and are supported to learn.

Improvement strategies

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.

Review and refine all agreed pedagogical plans and practices to ensure alignment with current school, regional and systemic priorities.

Develop an agreed set of formalised feedback and goal setting strategies designed to complement specific key learning areas to provide consistency of practice across the school.

4.9 School-community partnerships

Findings

The school actively seeks ways to enhance student learning and wellbeing through productive partnerships with parents and families, other education and training institutions, local businesses, and community organisations. 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 them. A Parent and Community Engagement (PaCE) framework that documents school-community partnerships and assists in monitoring the value of these partnerships on student outcomes, is not yet apparent.

The school works with children, their families and the community prior to the commencement of school to reduce the vulnerability of children aged birth to five years. To achieve this, the school introduced Bunji's Playgroup in 2019 to assist children to develop relationships with other children and to practice their social skills, normalising group interactions, turn-taking and responsibility to others. A teacher aide leads the playgroup with additional support provided by the Out-of-Home Care (OOHC) provider. In association with Play Matters Queensland, the school also supports parents and delivers programs that are designed to support children and families with entry into formal schooling.

The school supports the MYCP by matching funding for teacher aide time. A parenting skills training and assistance program for parents of children requiring behaviour support is offered to individual families and is aimed at restoring a parent-child relationship. A Family and Childhood Engagement (FaCE) program is supported financially by the school for students who are disengaged, and the Child Adolescent Management Forum (CAMF) supports children in OOHC.

The school has developed a productive and positive partnership with ECEC providers, with 22 centres being involved in transition processes. The deputy principal and Prep teacher visit these centres to provide information and advice on transition. A more streamlined approach to transition to school for 2023 is being developed by the deputy principal in consultation with early childhood educators, teachers, and parents.

The local high school speaks positively of the partnership with the school and describes quality transitional processes, starting with Year 5 students being visited by high school staff, and regular transition activities in Year 6. They describe high quality data being provided by the school to support class groupings and understanding of incoming students.

Through the support of an active Indigenous parent group, the school enables and empowers Indigenous students, families and communities to co-design initiatives that aim to increase outcomes for Aboriginal students and Torres Strait Islander students. A recent example of this is planning regarding the construction of a bush tucker garden in collaboration with school captains. The Indigenous parent group meets with staff, students, and local Elders to plan for NAIDOC week and other relevant activities throughout the year. A Yarning Circle provides a meeting place for students to speak in a safe space without judgement.



The new leadership team express an intent to monitor community partnerships designed to embed multicultural and Indigenous perspectives within the school to determine effectiveness and success.

The P&C is active and enthusiastic, with a full executive team for the first time in several years. A member of the Bundaberg Regional Council attends P&C meetings to act as a liaison between the school and the broader Bundaberg community. The P&C works closely with the principal and is committed to raising additional funds and obtaining grants to improve facilities and support students. A current project is to establish a bush tucker space that includes Indigenous plants that are edible or have medicinal purposes.

The principal has facilitated a renewal of the partnership with local primary schools, including Bundaberg West State School and Avoca State School, to promote the external moderation process. Teachers across the three schools share work samples and complete walk arounds in each school to view learning walls and Bump it up walls. One principal from a participating school commented that this partnership is gaining traction under the new school leadership.

The school has an established sister school relationship with a Shimofukuda Japanese school, and students in Years 5 and 6 meet with their Japanese counterparts via Skype.

Other examples of a deliberate and focused partnership agreement is with CQ University (CQUni) enabling students to participate in a science and engineering day, and the Outside School Hours Care (OSHC) program organised by Helping Hands Network, with a capacity of 75 students regularly attending the afternoon session and 40 attending the morning session.

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 event and organised historic memorabilia and activities, and welcomed visitors and past students.

Improvement strategies

Develop a PaCE framework to document existing school-community partnerships delivering benefits to the EIA and the learning of students.

Regularly monitor community partnerships that assist to embed multicultural and Indigenous perspectives within the school to determine their effectiveness and success in achieving the intended impact on improved learning outcomes for these students.