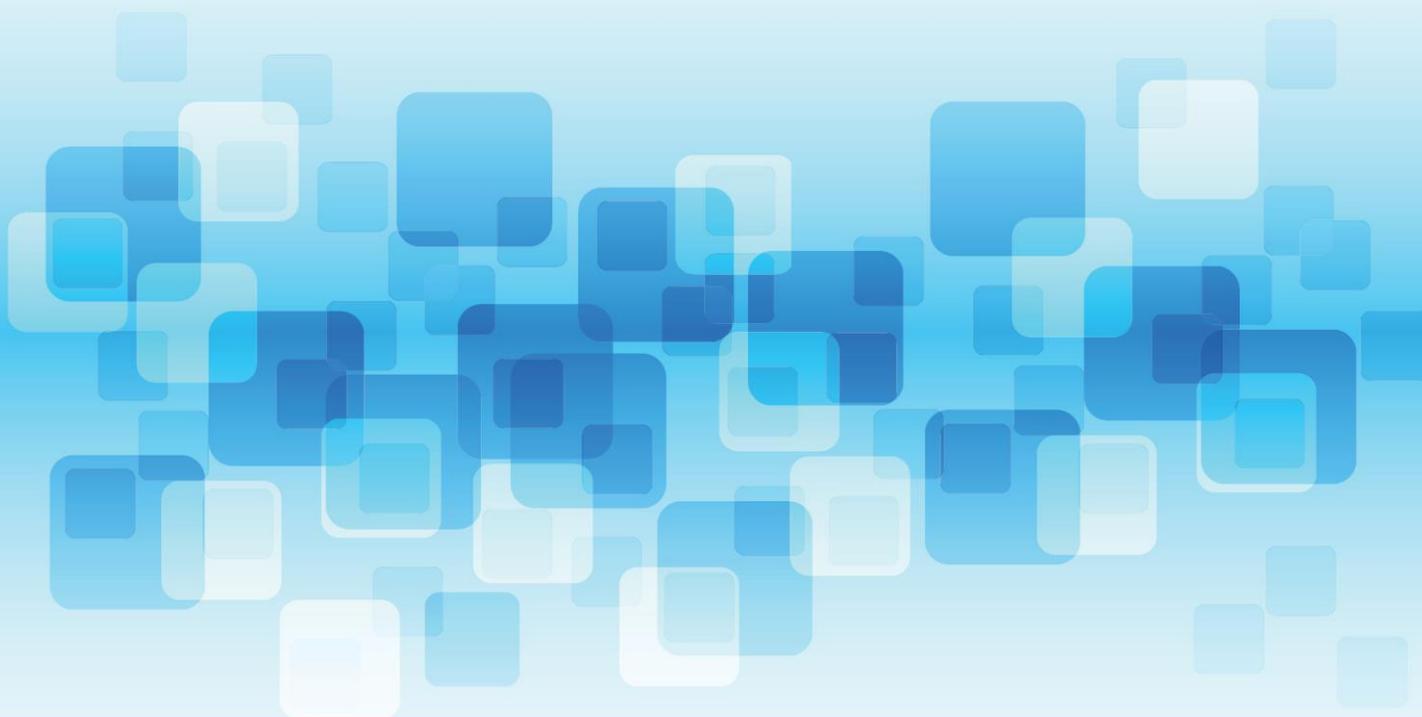




# School Improvement Unit Report

## Nerang State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Nerang State School from 6 to 8 June 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

<b>Location:</b>	3 Nerang Street, Nerang
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	1875
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	363
<b>Indigenous enrolments:</b>	19 per cent
<b>Students with disability enrolments:</b>	8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	935
<b>Year principal appointed:</b>	2016
<b>Number of teachers:</b>	25.4 (full-time equivalent)
<b>Nearby schools:</b>	William Duncan State School, Nerang State High School
<b>Significant community partnerships:</b>	Nerang RSL, Benevolent Society
<b>Significant school programs:</b>	Nerang Reading Volunteers, Story Dogs, Stephanie Alexander Kitchen Garden



### 1.3 Review methodology

The review was conducted by a team of three 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)
  - Differentiation coach
  - Music, Health and Physical Education (HPE), and Languages Other Than English (Japanese) teachers
  - Guidance officer, Support Teacher Literacy and Numeracy (STLaN) and Special Education Program (SEP) teachers
  - Classroom teachers
  - School chaplain
  - Parents and Citizens' Association (P&C) representative
  - Police-Citizens Youth Club (PCYC) Coordinator
  - Principal local high school
  - 75 students
  - 12 parents

### 1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
John Greenup	Peer reviewer
Bronwyn van Amerongen	External reviewer



## 2. Executive summary

### 2.1 Key findings

- Interactions between staff members and students demonstrate high levels of care and respect.

Teachers at the school are committed to the students, the school and the school community. Students express pride in and loyalty to their school. A positive culture which promotes high expectations is underpinned by the school motto — ‘*Our Best Always*’. The classrooms are orderly and purposeful. Cultural differences are appreciated and celebrated as a strength of the school community. Parents, students and members of the wider community express the view that the professionalism of staff members is strongly valued.

- The school has developed strong and valuable relationships with a wide variety of community groups.

Groups the school partners with include the local Police-Citizens Youth Club (PCYC), Benevolent Society, Genesis church, Nerang Returned and Services League (RSL) club, Men’s Shed, Nerang Bunnings and Gold Coast Hospital. These relationships bring benefit to the school and to the learning of students. The school’s chaplain creates valuable links between the school and the community.

- The physical resources at the school are well maintained and recent refurbishments have brightened play spaces and provided new furniture to classrooms.

The school grounds are neat and garden areas enhance the appearance of the school. Teachers present their classrooms as inviting places in which to learn. Teaching spaces are thoughtfully set up to accommodate group work and to cater for the range of student learning needs. Student work is prominently displayed as a celebration of student achievement.

- Opportunities for teachers to work together and to learn from each other’s practices occur regularly across the school.

It is common practice for teachers to work collaboratively in year level teams across the school. Daily conversations occur in most of these teams relating to teaching and learning. Curriculum conversations also regularly occur between teachers, teacher aides and other school support staff members.



- The Positive Behaviour for Learning (PB4L) program is the recently introduced framework for managing student behaviour.

A school team has worked to develop consistent school-wide processes to support teachers to effectively manage student behaviour in all settings. Key features of the PB4L program are prominently displayed in classrooms and regularly discussed with students. The school is working towards consistent, whole-school implementation to ensure student behaviour is effectively managed and positive behaviour is rewarded.

- The school staff members are implementing an improvement agenda which focuses on improving attendance, reading and numeracy outcomes, and implementing a PB4L framework.

It is evident that all teachers are engaging with the various elements of this agenda in order to improve learning outcomes for their students. Consistency of practice with the implementation of agreed strategies relating to the improvement agenda is not currently evident in all classrooms.

- The school has developed a curriculum support document which details assessment tools and benchmarks for each year level and provides term overviews for each subject.

Regular, collaborative planning sessions, supported by the Head of Curriculum (HOC), would provide for a consistent approach to curriculum planning across the school. A whole-school planning format for teachers to develop unit plans from the term overviews is yet to be established.

- The school caters for a diverse range of students, some of whom require significant adjustments in order for them to participate in learning on the same basis as their peers.

There is an effort to coordinate a whole-school approach for identified students through the work of the student support committee. Members of this group consult with parents and teachers to plan reasonable adjustments to meet the learning needs of these students, including the development of Individual Curriculum Plans (ICPs). It is evident that the diverse needs of these students are providing some challenges for the school with regard to its model of inclusion and behaviour management.



- The Art and Science of Teaching (ASoT)<sup>1</sup> is stated as the basis for the school's pedagogical framework.

Staff members have developed agreed strategies relating to the three design questions from this framework identified for implementation at this stage. These include developing the classroom environment, establishing rules and routines, and developing learning goals and tracking programs. It is evident that teachers are at different stages in the implementation of these elements of the school's pedagogical framework.

- Informal processes are in place for monitoring and supporting the implementation of school priorities.

Some observation and feedback occurs through the classroom walkthrough process. It is evident that the leadership team has a strong sense of trust in teachers to enact the intended curriculum and agreed pedagogical strategies in their classrooms. A more formal observation and feedback process is yet to be fully established within the school.

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<sup>1</sup> Marzano, Robert J. *The art and science of teaching: A comprehensive framework for effective instruction*. Ascd, 2007.



## 2.2 Key improvement strategies

- Narrow and sharpen the focus of the school's explicit improvement agenda and develop a range of agreed implementation strategies with accompanying timelines that are collaboratively developed and consistently implemented and monitored across the school.
- Provide opportunities for the teachers to collaboratively plan and review curriculum units, with the support of the HOC and their colleagues, to ensure the curriculum is both horizontally and vertically aligned.
- Develop a whole-school approach to inclusion, including opportunities for co-planning, co-teaching and flexible staffing arrangements, to ensure individual and collective responsibility for, and ownership of, students with diverse needs.
- Provide opportunities for teachers to further engage with the various elements of the school's pedagogical framework, ensuring it has broad agreement and provides signature pedagogies for the school.
- Use the expertise of the broader leadership team to develop a classroom observation and feedback culture involving all teachers to provide support and advice on classroom practice in the priority areas and in areas for individual development.