

Nerang 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	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Nerang State School** from **4 to 6 November 2020**.

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) to 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

Anthony Palmer	Internal reviewer, EIB (review chair)
Michael Hoey	Peer reviewer
Valerie Hadgelias	External reviewer



1.2 School context

Location:	Nerang Street, Nerang	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	276 students	
Indigenous enrolment percentage:	14 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	27.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963	
Year principal appointed:	Term 2, 2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), differentiation coach, Business Manager (BM), administration officer, facilities officer, Speech Language Pathologist (SLP), 14 teachers, eight teacher aides, 21 parents and 63 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary, Smith Family representative, Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) area manager and OSHC coordinator.

Partner schools and other educational providers:

- Nerang State High School deputy principal, Griffith University representative and two Student Social Workers (SSW).

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School pedagogical framework
OneSchool	Curriculum planning documents
Professional learning plan 2020	School assessment schedule 2020
Differentiation placemat and surfboard	School Opinion Survey
Curriculum pack	School data walls
School newsletters, website and Facebook page	School budget overview
School agreed practices to support EAL/D learners	School English and Maths Assessment: Tools, Standards and Targets 2020
Whole school approach to supporting student learning	School based curriculum, assessment and reporting framework
Responsible Behaviour Plan for Students	School agreed differentiation practices and response to intervention
Whole school approach to complex case management	



2. Executive summary

2.1 Key findings

Parents and staff members proudly articulate the school's student-centred approach and the strength of staff-student relationships.

All members of the school community express appreciation for the efforts of staff members to provide care and support for every student. Staff members discuss the importance of building caring relationships with students and providing a safe and supportive learning environment. Students articulate their appreciation for the care provided by staff members and the focus on supporting their learning and wellbeing.

A strong culture of collaboration and teamwork is apparent throughout the school.

Teachers and non-teaching staff members describe the positive and collegial relationships they enjoy with their colleagues. They express appreciation for the support, both professional and personal, that they receive from other members of the staff team. Teachers and teacher aides articulate a sense of ownership of the classroom outcomes and feel appreciated and supported by the principal and other school leaders. Teacher aides indicate that they enjoy positive relationships with class teachers and feel their work is valued.

The school places a priority on identifying and addressing the learning and wellbeing needs of all students.

Staff members detail the move from a dedicated Special Education Program (SEP) approach, utilising a predominantly withdrawal model, to an inclusive education approach for the support of students with disability and students with behaviour needs. They discuss the changes experienced through this transition that commenced at the beginning of 2020. Some staff members and parents express a desire for greater communication and clarity to understand approaches and decisions regarding inclusion. A shared philosophy of inclusion and vision for implementation at the school are yet to be collaboratively developed and promoted.

The school has developed a coherent, sequenced plan for curriculum delivery.

The plan makes clear what teachers should teach and what students should learn. Each term, time is allocated for teachers to collaboratively plan and review curriculum units, with the support of the Head of Curriculum (HOC) and their colleagues. Teachers report they value this time to strengthen their understanding of the Australian Curriculum (AC) and articulate that greater knowledge will further build their capability to improve student learning. School leaders identify the intention to further develop staff member understanding and use of the general capabilities and cross-curriculum priorities of the AC.



School leaders recognise that highly effective teaching is the key to improving student learning.

The principal and other school leaders keep informed of research regarding effective teaching. School leaders articulate the expectation that key pedagogical approaches will be utilised by all teaching staff and will underpin the efforts to continually improve teacher quality. Ongoing Professional Development (PD) in relation to agreed pedagogical strategies has featured prominently in the school's professional learning agenda. Some staff members indicate that the scope of identified pedagogical practices can appear overwhelming. School leaders acknowledge the importance of identifying key school pedagogical approaches and supporting their implementation. Age-appropriate pedagogies (AAP) are presently being investigated by some staff members. This work is emerging as a possible future focus.

The school strives to build a safe and happy learning environment for students.

The Positive Behaviour for Learning (PBL) framework has underpinned the school's behaviour management process for several years. There is a widely expressed commitment from staff for the continued embedding of agreed PBL practices across the school. The PBL framework will inform the school's Student Code of Conduct that is currently being developed. Zones of Regulation is being implemented and the principal articulates that embedding this initiative will remain a priority. Staff members and school leaders express the view that consistency in the implementation of agreed behaviour management processes is crucial for ongoing improvement.

The principal and staff members are united and committed to improving learning and wellbeing outcomes for all students at the school.

The principal discusses the importance of communicating the school's expectations for quality teaching and learning, within and beyond the school. The principal details recent efforts to reflect on the school's vision '*responsible, creative, healthy, learning-literate young people, who are active, connected citizens*' and the motto '*Our best always*'. The principal articulates forthcoming rebranding work commenced to promote the school, and identifies the opportunity to align this with communication of the school's high expectations for the learning and engagement of every student.

The principal discusses the importance of the school's presentation aligning with the school's approach, ethos and expectations.

Staff members, parents and students detail recent efforts to improve the overall presentation of the school. They proudly describe the current light, bright and open look of the school. The pruning of trees and creative use of colour has supported this transition. Classrooms are presented as engaging environments, with displays of student work and artefacts to support learning and wellbeing. All members of the school community take pride in the presentation of the school.



Partnerships are valued, and developed to improve student achievement and wellbeing.

The school actively seeks ways to enhance student learning and wellbeing by building partnerships with parents and families, other education and training institutions, and community organisations. The Parents and Citizens' Association (P&C) is proactive in their support of and input into the school. Through collaboration with Griffith University, the school has two university Student Social Workers (SSW) actively involved at the school to support students. SSWs collaborate with the Student Services Team (SST) to provide support for individual students with a range of complex needs, and link with their families. Wellbeing programs are conducted for small groups of students.



2.2 Key improvement strategies

Collaboratively review, develop and communicate a consistent whole-school understanding of the vision and philosophy for inclusion at the school.

Strengthen staff member knowledge and understanding of the AC, including a focus on the general capabilities and cross-curriculum priorities.

Collaboratively review the school's high-yield teaching strategies to identify, develop and enact signature whole-school pedagogical approaches.

Quality assure the consistent implementation of agreed behaviour management processes through the enactment of the Student Code of Conduct.

Explore opportunities to develop, promote and communicate the school's high expectations, including a focus on the learning and engagement of all students.