

Nebo State School

Executive Summary





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.





Contents

1. Introduction	4
1.1 Review team.....	4
1.2 School context.....	5
1.3 Contributing stakeholders	6
1.4 Supporting documentary evidence.....	6
2. Executive summary.....	7
2.1 Key findings.....	7
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Nebo State School** from **24 to 25 February 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Christine Dolley	Internal reviewer, SIU (review chair)
Tracy Mussap	Peer reviewer



1.2 School context

Location:	Oxford Street, Nebo	
Education region:	Central Queensland Region	
Year levels:	Prep to Year 6 and Kindergarten	
Enrolment:	63 – Prep to Year 6 13 – Kindergarten	
Indigenous enrolment percentage:	12 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	nil
	Nationally Consistent Collection of Data (NCCD) percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	900	
Year principal appointed:	Term 3, 2019	
Significant partner schools:	Coppabella State School, Valkyrie State School, Brigalow cluster	
Significant community partnerships:	Isaac Regional Council	
Significant school programs:	Remote Kindy	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five teachers, four teacher aides, schools officer – facilities, Business Manager (BM), eight parents and 22 students.

Community and business groups:

- Queensland Ambulance Service (QAS) paramedic, Isaac Regional Council employee, volunteer and Parents and Citizens' Association (P&C) president and three members.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2019	Strategic Plan 2017-2020
Headline Indicators 2019 Semester 1	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2020	2020 Curriculum Overview
School pedagogical framework	Developing Performance Plans
School Opinion Survey 2019	Responsible Behaviour Plan for Students
School Data Collection, Collation and Displaying Overview	Report card and NAPLAN update Semester 1 2019
School newsletters and website	



2. Executive summary

2.1 Key findings

Teachers express a shared belief that all students can learn successfully within a supportive environment.

'Nebo Pride' is espoused by staff members, students and parents of the school as the catchphrase underpinning the improvement agenda. The school rules of '*Be Safe, Be Respectful, Be Responsible, Be a Learner*' are consistently referred to during assembly, in classrooms and in the playground to remind students about positive behaviour and learning choices. Staff members demonstrate an understanding of the importance of positive and caring relationships to enable successful learning.

Parents and families are recognised as integral members of the school community and partners in the education of their child.

These positive relationships add to the common goal of successful achievement. The school actively seeks ways to enhance student learning and wellbeing by supporting local businesses and community organisations. Procedures are established to optimise effective communication and monitor positive impact on student learning.

The four focus areas of the Explicit Improvement Agenda (EIA) are Positive Behaviour for Learning (PBL), pedagogical framework, community partnerships, and staff and student wellbeing.

The principal acknowledges that further collaborative refinement of the EIA to narrow and deepen key strategies for success is an ongoing imperative. Teachers affirm that, as a staff member, they have a strong focus on the enhancement of their professional school learning community by researching and implementing effective teaching strategies.

The principal recognises that highly effective teaching practices are the keys to improving student learning.

The principal articulates an intent to develop and implement, in all classrooms, a sustainable pedagogical framework. Intended pedagogies will be based on the Dimensions of Teaching and Learning (DoTL) and 'Putting Faces on the Data'¹. Once this framework is implemented, the principal plans to develop and implement a supplementary reading pedagogical framework focused on researched-based strategies. To support this initiative, the intent is to provide coaching to all teachers and teacher aides in the implementation of the pedagogical framework.

¹ Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Thousand Oaks, CA: Corwin.



Teacher aide time is allocated to all classrooms to assist teachers in differentiating teaching and learning.

The principal recognises the need to develop a whole-school approach to differentiation that ensures all students are appropriately engaged, challenged and extended. The principal articulates an intent to build classroom teachers' capacity to plan and enact differentiated learning experiences for high achieving students and students with special needs through the Australian Curriculum (AC).

The principal and teaching staff members articulate the importance of the collection of school-wide data, including discussion and analysis.

They identify this as a priority for the school. The principal articulates that regular collaborative reviewing of the assessment processes and programs within the annual data collection overview is planned, providing a focus on the most effective diagnostic and standardised information. The principal articulates that this review will identify the most purposeful use of data for effective learning.

Expectations regarding a consistency of curriculum implementation across year levels are articulated by the principal, with assessments for each learning area unit stated.

The school's curriculum and assessment framework has recently been developed for class teachers to utilise when planning, in conjunction with the school's pedagogical framework. Teaching staff members articulate that the development of signature pedagogies, observation and feedback, in addition to effective moderation processes, will assist them to develop a deep understanding of the AC and its implementation.

Students have a strong sense of belonging, speak highly of their teachers and teacher aides.

The principal and teaching staff members articulate teacher aides play an important and valued role in classroom activities. The principal expresses they are valued members of the teaching team. Staff members comment that a high priority is given to understanding and addressing the needs of all students.

The school provides an attractive, well maintained environment.

Classrooms, play facilities, covered play spaces, a technology space, a nature area, and outdoor learning spaces and facilities are well resourced, well maintained and attractive areas that engender a feeling of care and pride in the environment for learning.



2.2 Key improvement strategies

Further collaboratively refine the EIA to provide a narrow, sharp and deep focus on identified priority areas.

Collaboratively review and refine the pedagogical framework to embed agreed teaching and learning practices across the school.

Ensure the school-wide differentiation process is an ongoing focus and is a feature of every teacher's planning and practice in core curriculum priorities.

Collaboratively review the assessment processes and programs within the annual data collection overview, to focus on the most effective diagnostic and standardised information, to identify the most purposeful use of data for effective learning.

Maintain opportunities for regular planning and moderation to enhance whole-school curriculum design and delivery.