



# School Improvement Unit Report

## Nebo State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at **Nebo State School** from **23 to 24 August 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>	Oxford Street, Nebo
<b>Education region:</b>	Central Queensland Region
<b>The school opened in:</b>	1874
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	66
<b>Indigenous enrolments:</b>	10.6 per cent
<b>Students with disability enrolments:</b>	1.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	933
<b>Year principal appointed:</b>	2016
<b>Number of teachers:</b>	3.84 (full-time equivalent)
<b>Nearby schools:</b>	Valkyrie State School, Coppabella State School, Mackenzie River State School, Mistake Creek State School, Kilcummin State School
<b>Significant community partnerships:</b>	Winchester Foundation, Foundation for Regional and Rural Renewal, Aurizon, BHP Billiton, Isaac Regional Council, Rio Tinto, Civeo
<b>Significant school programs:</b>	IMPACT Projects - Critical Thinking, Write On, Numeracy Booster, Garden Club



## 1.3 Review methodology

The review was conducted by a team of two 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 (ARD)
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Four teachers
  - Two teacher aides
  - Nine parents
  - 24 students
  - Principal, Valkyrie State School
  - Principal, Mirani State High School
  - Parents and Citizens' Association (P&C) president

## 1.4 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
Catharina Patterson	Peer reviewer

## 2. Executive summary

### 2.1 Key findings

- The principal and staff members are committed to improving learning outcomes for all students.

The teaching team view parents and families as integral members of the school community and partners in student learning. Parents identify the efforts of staff to provide additional support for students as a key feature in the promotion of positive learning behaviours.



- Staff morale is positive and staff members report high levels of collegiality and professional support from all members of the school team.

A priority is placed on the development of a collegial culture of mutual trust and support among staff members, students and parents. Staff members are committed to providing a caring and nurturing educational environment with a range of measures, including some wellbeing development and the provision of targeted support, to encourage students to engage in learning.

- A whole-school curriculum plan is developed.

The principal recognises the need to revise the curriculum plan, including processes for tracking the enacted curriculum across year levels and ensuring alignment with, and coverage of, the Australian Curriculum (AC). The use of the existing whole-school curriculum plan to direct teacher planning and implementation of the curriculum is not yet embedded in practice.

- Staff members recognise that highly effective teaching is the key to improving student learning outcomes.

A pedagogical framework for the school to establish signature pedagogies and practices is developed. There is recognition for the need for a collaborative review of the existing pedagogical framework to ensure staff ownership and to embed the framework in practice.

- The development and implementation of a teacher reflection, observation and feedback process is an identified priority of the school.

The principal has undertaken some informal walkthroughs in classrooms. Staff members have developed agreed pre-conference and post-conference observation and feedback protocols for ongoing, detailed feedback on teaching practice. A collaborative observation and feedback model is yet to be implemented.

- The principal is committed to data driven, evidence-based decision making to support school improvement.

Formalised individual data conversations have recently commenced with some classroom teachers. There is an intention that these conversations will occur as a scheduled quality assurance mechanism that links data to teaching quality and student learning outcomes.

- Students set individual learning goals in reading and English.

Some students are able to articulate goals and the next steps in learning to achieve personal goals. Student goals are communicated to parents in the weekly report. The consistent, whole-school process for the ongoing monitoring of student goals is yet to be clarified.

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- Opportunities to engage in moderation and co-curriculum development activities, to deepen curriculum knowledge and develop teacher judgement exist.

These are in the early stages of development. Teachers would welcome further opportunities to plan with peers and engage in internal and external moderation to develop skills in curriculum planning and implementation.

- A strong sense of community is apparent in the collegial behaviours of students, parents, staff and community members.

Parents acknowledge that the caring relationships and additional support provided by staff members is supporting their child to engage in learning. Partnerships with parents are strengthened through regularly scheduled, school events and celebrations. Parents acknowledge that the use of digital social media provides a readily accessible source of school information and scheduled events.

## 2.2 Key improvement strategies

- Design, document and implement a whole-school curriculum plan to ensure alignment with, and coverage of, the AC.
- Review the pedagogical framework to establish the signature pedagogies and practices for the school.
- Implement an observation and feedback process aligned with agreed pedagogical practices and school priorities.
- Build teacher capability to analyse student achievement data to monitor ongoing student learning and inform adjustments to teaching practice.
- Review, refine and implement a consistent whole-school approach to the classroom development of student learning goals.
- Design, document and implement a whole-school program that provides regular opportunities for internal and external moderation activities.