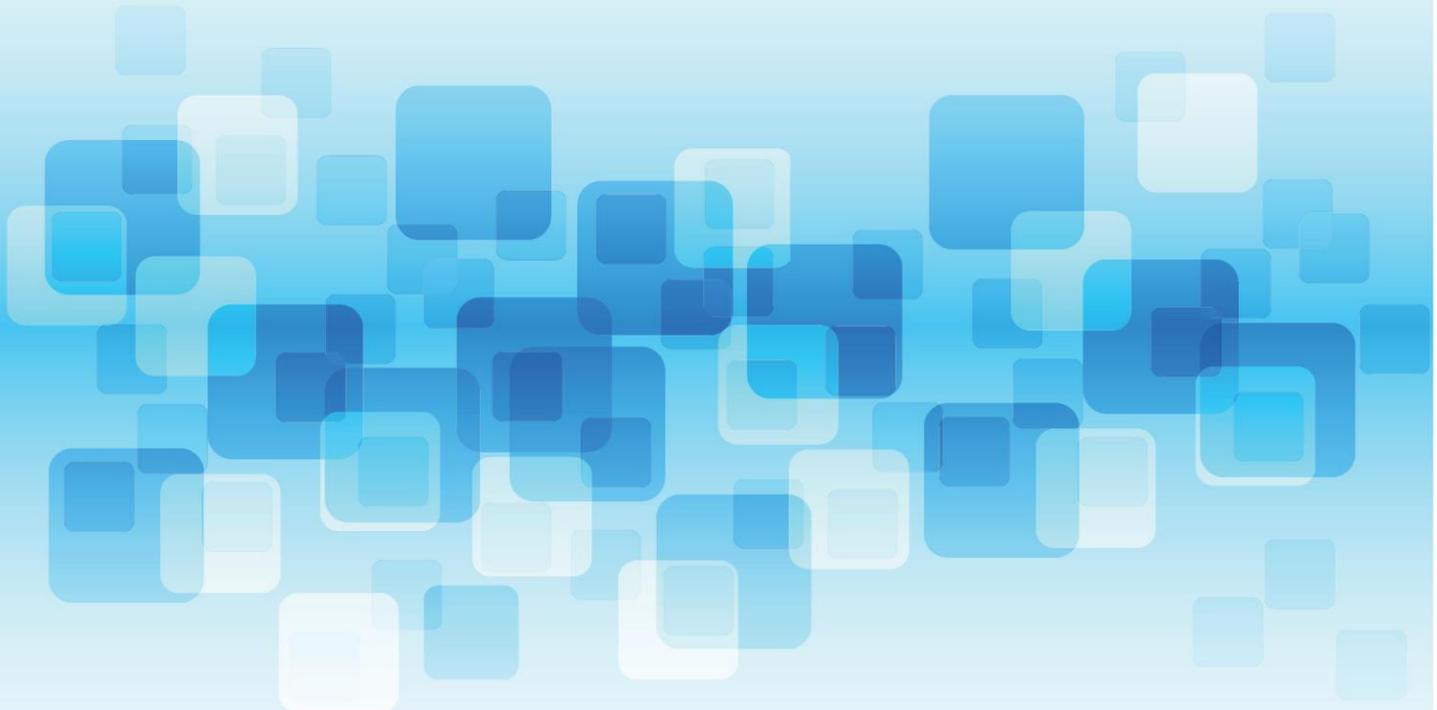




# School Improvement Unit Report

## Norfolk Village State School Executive Summary





## 1. Introduction

### 1.1 Background

This report is a product of a review carried out at Norfolk Village State School from 9 to 11 June 2015. 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>	83 Halfway Drive, Ormeau
<b>Education region:</b>	South East
<b>The school opened in:</b>	2009
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	1042
<b>Indigenous enrolments:</b>	2 per cent
<b>Students with disability enrolments:</b>	5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1026
<b>Year principal appointed:</b>	July 2008
<b>Number of teachers:</b>	42
<b>Nearby schools:</b>	Ormeau Woods State High School
<b>Significant community partnerships:</b>	Highway Christian Church, Ormeau Christian Church
<b>Unique school programs:</b>	



### 1.3 Review methodology

The review was conducted by a team of six 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 and three Deputy Principals
  - Head of Curriculum (HOC) and Head of Special Education Services (HOSES)
  - 43 classroom teachers
  - Four Special Education Program (SEP) teachers
  - Business Services Manager (BSM) and 3 administration officers
  - Four student leaders and 80 students
  - Writing and mathematics action teams
  - Parents and Citizens' (P&C) association representatives and 50 other parents
  - Local Gold Coast councillor - Donna Gates
  - School critical friend - Kerry Holst
  - Principal from Ormeau Woods State High School
  - School Wide Positive Behaviour Support (SWPBS) committee representatives
  - Great Results Guarantee team members
  - XLR8 writing and mathematics coordinators
  - Step to Prep / Montessori Play Group coordinator
  - 18 teacher aides, two tuckshop convenors, parent volunteers
  - Leap Frog early childhood education provider
  - Chaplain, Guidance Officer, Cooee consultant



## 1.4 Review team

Liam Smith	Internal reviewer, SIU (review chair)
Judy Dale	Internal reviewer
David Curran	External reviewer
Ian Hall	External reviewer
Val Faulks	Peer reviewer
Peter Doyle	Peer reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has established high expectations which are evident for student behaviour, uniform and learning engagement.

The school is calm and positive and classes are orderly and purposeful. Classrooms are well presented with visual reminders for teaching and learning displayed. Students speak of quality learning relationships with teachers who take the time to get to know them.

The Responsible Behaviour Plan for Students has been developed and modelled around the three school rules of: I am Safe; I am a Learner and I am Respectful. They are known by students, staff and parents and are represented visually inside classrooms and around the campus and are identified and understood by all students and espoused by staff and parents. These rules form the basis for student behaviour expectations.

- Consistent pedagogical practices are yet to be fully agreed upon and enacted in all classrooms.

The school has a pedagogical framework based on Dimensions of Teaching and Learning and the Gradual Release of Responsibility model. The framework has been included as part of the recently developed Curriculum Station, however this has not yet impacted consistently across all classes in relation to specific pedagogical practices.

- The school has implemented goal setting for students.

There are a number of examples of this evidenced however there is not a consistent sophisticated school-wide approach that develops a clear understanding of the reason for goal setting nor how to effectively use goal setting linked to student performance data to promote student learning autonomy.

- The Linking Little Learners enterprise is valued and is considered an outstanding initiative by stakeholders.

This enterprise focuses on the transition from early childhood centres to the Prep year and was recognized as best practice through the Regional Winner in the Showcase Awards for Excellence in Schools. To further support the transition to Prep the school facilitates a weekly Step to Prep child and parent training and school readiness sessions. A Montessori playgroup is also facilitated by school staff.



- Feedback and coaching for staff is an emerging practice.

Teachers speak positively regarding the feedback provided by school leaders. There is however limited evidence of a systematic approach to observe and provide detailed feedback to teachers that is followed up with a systematic coaching model. Watching others work is encouraged as a strategy to share practice.

- The tone of the school is one of positivity, care and inclusivity.

Students, staff and parents hold the view that the school has an important place at the centre of the community. Students articulated considerable pride in the range of opportunities and experiences offered by the school. Teachers and staff expressed a real sense of belonging and acknowledgement of the support the leadership team provides.



## 2.2 Key improvement strategies

- Embed the specific pedagogical practices that are agreed upon in every classroom at Norfolk Village State School.
- Further develop and embed a whole school approach to the provision of feedback, coaching and mentoring for all staff to engage with pedagogy and curriculum delivery.
- Develop a consistent approach to student learning goals which are informed by individual achievement data. Students need to be able to articulate their goals and what this means for their learning.