

Norfolk Village State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Norfolk Village State School** from **18 to 21 March 2019**.

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

| | |
|-------------------|---|
| Mike Ennis | Internal reviewer, SIU (review chair) |
| Racquel Gibbons | Internal reviewer (Assistant Director-General, SIU) |
| Kylie Smith | Peer reviewer |
| Valerie Hadgelias | External reviewer |



1.2 School context

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|--|--|
| Location: | Halfway Drive, Ormeau |
| Education region: | South East Region |
| Year opened: | 2009 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 1034 |
| Indigenous enrolment percentage: | 2 per cent |
| Students with disability enrolment percentage: | 6 per cent - Education Adjustment Program (EAP) 25 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD) |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 1024 |
| Year principal appointed: | December 2016 |
| Full-time equivalent staff: | 68.5 |
| Significant partner schools: | Ormeau Woods State High School |
| Significant community partnerships: | School Council Business Alliance Partnerships |
| Significant school programs: | Berry Street Education Model (BSEM) – Trauma-informed whole-school pedagogical approach, Positive Behaviour for Learning (PBL) demonstration school 2018, National Excellence In Teaching Awards (NEiTA) & Autism Queensland 2018 inclusion winner South East Region Inclusion, State School and Principal of the Year 2018 Commendation – Neuroscience work |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, head of inclusion, inclusion teacher in charge, Head of Curriculum (HOC), student wellbeing coordinator, Business Manager (BM), three leaders of learning, leader of intervention literacy and numeracy, guidance officer, speech therapist, occupational therapist, physiotherapist, 54 teachers, 21 non-teaching staff, chaplain, social worker, psychologist, three tuckshop staff, 72 students, Parents and Citizens' Association (P&C) executive member and two school council representatives.

Community and business groups:

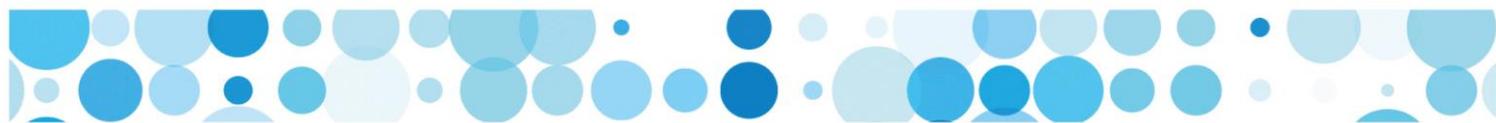
- LJ Hooker Ormeau, White Lady Funerals, Bendigo Bank, Woolworths Ormeau and Gold Coast Community Fund.

Partner schools and other educational providers:

- Directors of Crèche and Kindergarten (C&K) Norfolk Village, Leapfrog Childcare Centre and Sparrow Early Learning Centre and principal Ormeau Woods State High School.

Government and departmental representatives:

- Councillor for Gold Coast Division 1, State Member for Coomera, Federal Member for Forde and ARD.



1.4 Supporting documentary evidence

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|---|---|
| Annual Implementation Plan 2019 | Explicit Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2015-2019 |
| AEDC School Profile 2018 | School Data Profile (Semester 2 2018) |
| OneSchool | School budget overview |
| Professional learning plan 2019 | Curriculum planning documents |
| School improvement targets | School differentiation plan |
| School pedagogical framework | Professional development plan 2019 |
| School data plan | School e-newsletters and website |
| School ICP and Backward Mapping Procedure Guide | Responsible Behaviour Plan for Students and supporting documents |
| School based curriculum, assessment and reporting framework | School Wellbeing, Positive Behaviour for Learning and Trauma-Informed Practice. |
| Headline Indicators (October 2018 release) | School Improvement Team Roles and Responsibilities 2019 |
| School Observation and Feedback Framework | School Parent and Community Engagement Framework |
| School Opinion Survey | |



2. Executive summary

2.1 Key findings

All staff speak highly of the collegiality in their year level teams.

Teachers are professionally and personally supportive of one another's learning through mentoring, sharing of resources and task development. Staff report year level teams as being one of the great strengths of the school. Parents additionally talk about the teaching team being exceptionally committed and supportive. Students comment that the teachers are the best part of the school.

Respectful and caring relationships are apparent in interactions between staff members, parents and students.

Parents, students and staff members have a sense of belonging and the majority speak appreciatively about the school. Parents describe feeling well informed and describe multiple channels of effective communication. The school has an active Parents and Citizens' Association (P&C) and school council that strongly support the school.

The principal and school improvement team are leading a strong improvement agenda.

The school improvement team recognises the pace of change and implementation of a range of improvement strategies is challenging staff capacity. In response to staff workload the principal has stated that 2019 and 2020 will be about embedding existing practices and introducing nothing new. Staff have positively and optimistically heard this message. A clear understanding by all staff regarding what existing practices are to be embedded and what new practices are being delayed is yet to be established. The school's Explicit Improvement Agenda (EIA) for 2019 is identified as using 'high performing teams' to embed the two priorities of quality literacy blocks and student wellbeing. The unpacking of EIA targets, milestones and associated timelines is acknowledged by school leaders as an area for increased levels of clarity.

There is an emerging recognition of the need to support staff wellbeing.

School Opinion Survey (SOS) data indicates that staff satisfaction with morale has decreased across the period 2016 to 2018. Most staff members believe a greater voice in key school decisions will improve staff morale. Most staff articulate workload, rate of change, limited consultation and a degree of uncertainty regarding expectations as key reasons for the decrease in staff morale. The newly established Wellbeing and Positive Behaviour for Learning (PBL) team incorporates staff and student wellbeing strategies in their action plan. The school improvement team identifies the development of effective change management and consultative processes as opportunities to include staff voice.



There is a clear focus on achievement of year level-appropriate competency, defined through 3.0 Guaranteed and Viable Curriculum (GVC) goals.

There is evidence curriculum delivery is designed to meet the needs of the range of students within each year level including those with disability and other specific needs. Limited opportunities are apparent for highly capable students to be challenged and demonstrate ability at higher achievement standards. Teaching strategies to enhance attainment of 'A' and 'B' standards of achievement are variable across classrooms.

The school has an observation and feedback framework based on the joint collegial engagement statement.

The implementation of the school pedagogical framework is supported by classroom walkthroughs by the leadership team. A school framework for collegial engagement has been endorsed by the Local Consultative Committee (LCC). Some staff members report having an observation during 2018 by a leadership team member. Observation and feedback cycles are yet to begin in 2019.

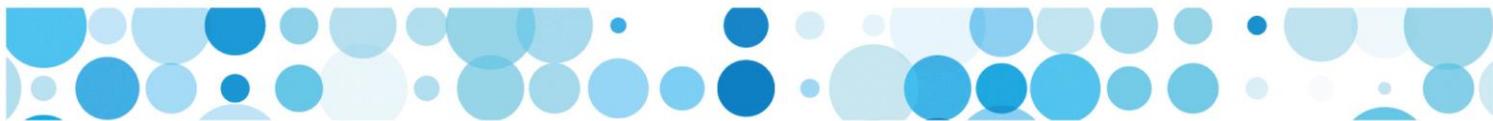
The school leadership team, led by the principal, has given high priority to the development of strong school community partnerships.

The school actively seeks ways to enhance staff and student learning and wellbeing by partnering with local businesses, allied service providers, the local community, universities and other educational institutions. These partnerships are characterised by high levels of collaboration and effective communication. Local businesses recently donated equipment to The Circus Skills program supporting students with Autism Spectrum Disorder (ASD) and Tier 2 and Tier 3 students; financed a Braille machine to assist a student with disability; and funded the introduction of Lenny, a trained clinical therapy dog as part of the school's wellbeing program.

A strong focus on brain health, mental health and wellbeing is supported through the introduction of the Berry Street Education Model ¹(BSEM).

Wellbeing, social and emotional and behaviour proficiency scales have been developed and incorporate PBL expectations and brain health goals. A range of strategies is enacted across all classrooms including morning circles, check-ins, brain breaks, in addition to brain health screening, ready to learn plans, engine room, onsite counselling and support services.

¹ Berry Street Childhood Institute. (2018). Berry Street Educational Model. Retrieved from <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



2.2 Key improvement strategies

Build the capability of the executive leadership team to implement effective change management strategies to reduce the pace, intensity and complexity of the school improvement agenda.

Actively engage staff members in decision-making processes and systematically embed strategies to enhance staff voice, authentic collaboration and consultation to develop staff members' ownership and improve morale.

Further build staff ownership and trust by collaboratively reviewing the school EIA and include targets and timelines for improved student outcomes; and communicate the EIA to the school community.

Enhance the depth and rigour of curriculum knowledge and delivery in order to maximise Levels of Achievement (LOA) for all and ensure challenge for highly capable students.

Prioritise professional learning for all staff through the implementation of the school's observation and feedback framework, and quality Professional Development (PD) to build expertise in the school.