

Norfolk Village State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Norfolk Village State School** from **22 to 24 February 2023**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#).

The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

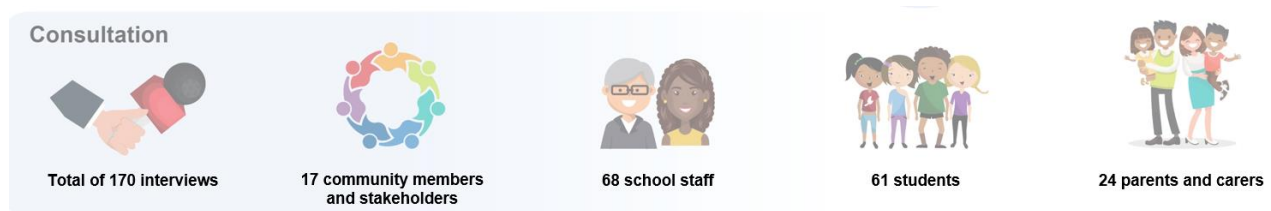
Schools will publish the executive summary on the school website within two weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Evan Willis	Peer reviewer
Desley Kirby	Peer reviewer
Tom Robertson	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Bullongin and Gugingin People.
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	772
Indigenous enrolment percentage:	4.5%
Students with disability percentage:	24.7%
Index of Community Socio-Educational Advantage (ICSEA) value:	1012

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **18 to 21 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1024 and the school enrolment was 1034 with an Indigenous enrolment of 2% and a student with disability enrolment of 25%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 1)
- 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. (Domain 3)
- Further build staff ownership and trust by collaboratively reviewing the school Explicit Improvement Agenda (EIA) and include targets and timelines for improved student outcomes; and communicate the EIA to the school community. (Domain 1)
- 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. (Domain 6)
- 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. (Domain 5)

2. Executive summary

2.1 Key affirmations

Classroom teachers describe the majority of students as being strong assessment-literate learners.

It is apparent that the work of Sharratt¹ is threaded through the school's strategic plans and approaches, and that leaders have a strong understanding of the associated research. The Assessment Waterfall provides the foundation for evidence-based instructional practice. Learning walls and 'Bump it up' walls are referred to by many teachers as collectively forming the third teacher within the classroom. Students are able to outline key features of both and readily explain how they engage with these to assist their writing and gain an understanding of how to improve their overall standard of work.

Professional Learning Teams (PLT) are highly valued by teachers and the leadership team.

Teachers acknowledge that PLTs are an opportunity to share ideas, discuss, celebrate achievements and consider strategies to meet the needs of individual students. This time is seen as a positive use of resources by members of the leadership team. Staff articulate that PLTs are aligned to Explicit Improvement Agenda (EIA) areas. Teachers indicate that PLTs offers year level cohorts access to the school data wall which stimulates data conversations and is the reference point for analysis of student progress.

Partnerships are strategically established to support improved outcomes for all learners.

Local businesses, community partners and other educational institutions speak highly of the school, recognising its importance in the community. Parents and families are recognised as integral members of the school community and are welcomed into the school at every opportunity. A school-based community partnerships officer plays a central role in connecting parents, the Parents and Citizens' Association (P&C), businesses and the broader community to the school. 'Village Angels' provides an army of volunteers to assist at the school. The unique Health Hub Partnership with Queensland Health provides an onsite service to students and families. Strong relationships with local Early Childhood Education and Care (ECEC) centres and an early years neighbourhood network have been established. An Indigenous Elder plays an active role in co-creating an Acknowledgment of Country and a range of highly valued features in the school including a bush tucker garden, native bee hive, central Yarning Circle, murals and Indigenous totems.

The school community speaks highly of an expert teaching team, and values teachers' commitment to students and their differentiated learning needs.

Parents express appreciation for the efforts of teaching and non-teaching staff and their commitment to the wellbeing and future success of their child. Teachers outline a commitment to implementing school priorities. Staff convey their commitment to the school and actively participate in a working party or impact team, or both. Teachers express high levels of collegiality within their teaching team.

¹ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Build a shared understanding and commitment to the key elements of school priorities to ensure the strategic agenda is implemented with clarity and precision.

Domain 3: A culture that promotes learning

Collaboratively instil a deep appreciation for the school's philosophy underpinning Positive Behaviour for Learning (PBL) to implement a cohesive whole-school approach.

Domain 7: Differentiated teaching and learning

Enhance teachers' capability to implement evidence-based, effective differentiation practices to cater for the diverse needs of all learners.

Domain 2: Analysis and discussion of data

Develop a consistent school-wide approach to using data to inform teaching and learning.

Domain 6: Systematic curriculum delivery

Develop processes for leaders to co-plan, co-moderate and observe teaching to ensure the Australian Curriculum (AC) is enacted as expected.