



School Improvement Unit Report

Norris Road State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Norris Road State School** from **3 to 7 November 2016**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Peter Wilson	Peer reviewer
Christine Tom	External reviewer

1.2 School context

Location:	Greenore Street, Bracken Ridge
Education region:	Metropolitan Region
Year opened:	1977
Year levels:	Prep to Year 6
Enrolment:	622
Indigenous enrolment percentage:	5.8 per cent
Students with disability enrolment percentage:	8.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1005
Year principal appointed:	2016
Full-time equivalent staff:	36
Significant partner schools:	Bracken Ridge State School, Bracken Ridge State High School, Sandgate District State High School, Nashville State School
Significant community partnerships:	McDonald's Bracken Ridge, Bracken Ridge Baptist Church
Significant school programs:	FROGAL program in Prep, Oral language program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, master teacher, Head of Special Education Services (HOSES), guidance officer, Support Teacher – Literacy and Numeracy (STLaN), chaplain, 18 classroom teachers, music teacher, 10 teacher aides, 105 students, school captains, student council, Business Services Manager (BSM), schools officer, two administration officers and Parents and Citizens' Association (P&C) president

Community and business groups:

- Owner local McDonald's store, director Jabiru Outside School Hours Care (OHSC) program,

Partner schools and other educational providers:

- Deputy principal of local feeder high school

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2012-2016
Headline Indicators (2105 release)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2016	School Annual Report 2015
School improvement targets	Teaching and Learning in 2016 handbook
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Surveys 2016
Curriculum planning documents	



2. Executive summary

2.1 Key findings

Parents, students and staff members speak of a strong sense of belonging to the school.

Many parents indicate that the positive relationship established with staff members is a significant factor in their satisfaction with the work of the school. Parents comment positively on the efforts of staff members to ensure the success of students at school.

The professionalism and dedication of staff members, is strongly valued within the community.

Parent and student satisfaction with the school, as measured through the 2016 School Opinion Survey (SOS), is positive with 91.7 per cent of parents and 93.2 per cent of students agreeing with 'This is a good school'. Staff satisfaction is high across the majority of survey items. Responses to key questions relating to staff morale and wellbeing are positive and well above the Like schools and State school percentages.

A collegial culture of mutual trust and support is apparent amongst school staff members.

Staff members speak positively regarding the support provided by colleagues, the school's leadership team and the commitment of all non-teaching staff members. Communication between all staff members is professionally respectful. The year level structure in the school is valued with teachers and teacher aides committing to work positively and competently with their teacher colleagues.

A positive tone is evident across the school and classrooms are inviting and welcoming.

The school presents as an attractive environment with calm and orderly classrooms which are focused on learning. Relationships between staff members and students are positive and respectful and this is apparent in classrooms and the playground. Students are friendly and confident in welcoming new members to the school community. Students, parents, community and staff members speak highly of the school and value its welcoming and professional culture.

The school is inclusive of all groups, including Students with Disability (SWD).

The Head of Special Education Services (HOSES) leads the Special Education Program (SEP) team that regularly liaises with classroom teachers to determine the most appropriate strategies to meet the learning, social emotional and health needs of this diverse group of students. Teacher aides report that their role is respected as they work in unison with teachers to support and scaffold student learning.



The school's motto '*Strive to succeed*' is the mantra on which the actions of the leadership team and school staff members are built.

The school is in the final year of its current strategic plan. The school is committed to establishing a school council and undertaking planning processes. Planning processes would include developing a collaborative vision and preferred strategic direction for the school, with the aim of improving learning outcomes for students and the professional practice of staff members.

The leadership team and staff members are committed to implementing an Explicit Improvement Agenda (EIA).

In reading, there is an expectation that teachers use the Comprehension Accuracy Fluency Expanding Vocabulary (CAFÉ) model to teach reading in their classrooms. Teachers are implementing a new spelling program locally known as ETOS – explicit teaching of spelling. Whilst the teaching staff members are engaging well with this improvement agenda, it is apparent that consistency of practice regarding the implementation of this model across the school is not yet fully established.

School staff members are committed to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

Teachers work in year levels teams to develop curriculum units and assessment tasks for collective implementation. The '*Teaching and Learning in 2016*' handbook clearly outlines the scope and sequence of the English and mathematics curriculum. This plan also incorporates links to Curriculum into the Classroom (C2C) resource units and is based on the relevant achievement standard from the AC. There is a strong focus on summative assessment. Teachers report challenges in dedicating allocated times to other learning areas as well as meeting school expectations for the teaching of literacy and numeracy in the context of the five weekly curriculum cycles.

School staff members demonstrate a belief that all students can learn and given time and support, each student is capable of learning successfully.

Structural differentiation is a strategy used widely in the school to promote the successful of students. This is apparent in classrooms where students are placed in groups for targeted teaching in reading, spelling, and mathematics. Teachers report the crowded nature of the curriculum makes it difficult to dedicate sufficient time to provide differentiated learning experiences for all students.

Teachers and school leaders are committed to implementing quality teaching and learning methods that explicitly focus on improved outcomes for students.

The Explicit Instruction (EI) model is used as the preferred pedagogical strategy in all classrooms. It is apparent that further work needs to be undertaken to provide teachers with a broader repertoire of high-yield strategies to ensure their students are engaged, challenged and supported in the learning process.



2.2 Key improvement strategies

Engage the school community in developing a vision for the school underpinned by collaboratively developed values and agreed processes and practices which are consistently implemented.

Establish monitoring processes to ensure teachers take responsibility for changes to practice required to implement the school's improvement agenda.

Review the implementation of curriculum and assessment across the school to ensure it meets the learning needs of students and enables staff members sufficient time to develop student outcomes.

Ensure that differentiation is an ongoing school priority and is a feature of every teacher's practice, especially for high achieving students.

Develop teachers' repertoire of practice to include a broader range of high-yield teaching strategies.