

Norris Road State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Norris Road State School** from **13 to 15 July 2020**.

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 Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, EIB (review chair)
Catherine Waldron	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Greenore Street, Bracken Ridge	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	693	
Indigenous enrolment percentage:	6.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	23.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1010	
Year principal appointed:	July 2016	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting principal, two deputy principals, Head of Curriculum (HOC), Head of Inclusive Learning (HOIL), pedagogical coach, guidance officer, 26 teachers, six teacher aides, Business Manager (BM), two administration officers, Community Liaison Officer (CLO), 70 students and 43 parents.

Community and business groups:

- Vice president and treasurer of Parents and Citizens' Association (P&C), secretary of school council, franchisee of McDonald's Bracken Ridge, owner of Round Table Coffee and school crossing supervisor.

Partner schools and other educational providers:

- Principal of Sandgate District State High School, principal of Bracken Ridge State High School, principal of Aspley State High School, director of Little Willows Early Learning Centre and educator at Bracken Ridge Early Education Centre.

Government and departmental representatives:

- Councillor for Bracken Ridge Ward, State Member for Sandgate and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Focused Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Responsible Behaviour Plan for Students
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Inclusion Profile
School Opinion Survey	School newsletters and website
Teaching and Learning in 2019	Roles and Responsibilities
Individual Curriculum Plan (ICP) Process	School based curriculum, assessment and reporting framework
Curriculum planning documents	



2. Executive summary

2.1 Key findings

A comprehensive beginning teacher mentoring program is implemented to support all new and returning teachers.

A range of professional learning opportunities is organised including regular meetings with the mentor teacher, weekly group discussions, observation and feedback sessions and the opportunity for Watching Others Work (WOW). Teachers new to the career speak positively regarding the support provided to them by the program coordinator, their mentor teacher and colleagues.

Collective Teacher Efficacy (CTE) meetings provide opportunities for year level cohorts to discuss a range of topics and build a collective understanding.

The leadership team identifies CTE as a high-yield strategy designed to enhance student learning. Members of the leadership team or the cohort leaders identify the agenda of each meeting. Additional release time enables these meetings to occur weekly. CTE meetings focus on a range of topics including data analysis, additional planning time and informal moderation. Teachers speak positively of the CTE process.

A comprehensive improvement agenda has been developed, with many of the actions grounded in evidence from research.

The Explicit Improvement Agenda (EIA) is identified as writing by the leadership team and most staff members. The 'Focused Agenda 2020' document and the Annual Implementation Plan (AIP) utilise five priority areas including feedback, targeted teaching and assessment, CTE, critical and creative thinking, and inclusive practices. Four of the 46 actions in these documents specifically reference writing. The leadership team identifies the need to narrow and sharpen the EIA.

The Head of Curriculum (HOC) works with teachers to unpack the three levels of planning.

During cohort planning days, the HOC uses an alignment planning process, supporting teachers to deepen their understanding of the Australian Curriculum (AC). Classroom teachers and the HOC examine the alignment between AC achievement standards, content descriptions, the assessment task and the Guide to Making Judgements (GTMJ). Classroom teachers identify that this process is supporting them to build their understanding of the AC. The leadership team and teachers identify that this is new work and with additional time and opportunities, the process will be further refined and knowledge of the AC enhanced.



Interactions between staff, students, parents and families are caring, polite and inclusive.

A team approach to delivery of teaching is apparent in cohorts. Staff members speak highly of the professional and personal support they provide for each other. At the time of the review, most staff indicate that they would like communication to be improved, articulating a desire for communication to be more timely, consistent and clear.

Teachers demonstrate high levels of knowledge in specific areas and are eager to further expand their knowledge and skills.

The leadership team seeks opportunities to further strengthen the collective understanding of teachers and enhance individual teacher knowledge. The leadership team recognises the importance of facilitating opportunities to engage in coaching, mentoring, observation and feedback as a way of enhancing effective teaching practice. They identify the need to unpack with teachers what quality professional learning means.

School leaders and teachers are committed to success for all students and acknowledge that all students are able to learn.

School leaders and teachers acknowledge that becoming a more inclusive school is an ongoing process. The collective understanding of quality inclusive practices is developing. Most teachers indicate there is an emerging shift in the sharing of responsibility for the way the school caters for the diverse range of student needs.

A strong collegial environment exists across the school.

Teachers demonstrate an enthusiastic and dedicated approach to their students and speak positively regarding teacher aides sharing responsibility for student learning. A team approach to delivery of teaching is apparent in cohorts. Staff members speak highly of the professional and personal support they provide to each other. Teachers have high levels of professional commitment to ensuring all students are achieving positive learning outcomes.

The school has strong and established working relationships with a range of community groups and local businesses.

Partners are involved in collaboratively planning and supporting the school's goals and achievements. The school has established and values the long-term partnership with the local McDonald's at Bracken Ridge. This partnership is based on a mutual respectful relationship. The school collaborates with the leadership of the franchise to deliver a range of benefits for the school community.



2.2 Key improvement strategies

Narrow and sharpen the EIA and associated strategic documents, developing associated action plans that include end goals, strategies, targets, timelines and responsible officers.

Further develop teacher knowledge of the AC learning areas, cross-curriculum priorities and general capabilities, including through the use of the alignment planning process.

Develop and implement agreed processes and protocols for communication that meet the needs of recipients, including consistency, timeliness and clarity.

Collaboratively develop a collective understanding of quality professional learning and a collegial engagement framework, including agreed practices and processes relating to coaching, mentoring, observation and feedback.

Collaboratively develop, implement and monitor a whole-school approach to inclusion that caters for the full range of students.