



# School Improvement Unit Report

## Nambour State College Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Nambour State College from 26 to 29 2016. 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>	Junior Campus Coronation Avenue, Nambour Senior Campus Carroll Street, Nambour
<b>Education region:</b>	North Coast Region
<b>The school opened in:</b>	2016 college High school 1936 state school 1879
<b>Year levels:</b>	Prep to Year 12
<b>Current school enrolment:</b>	1 394
<b>Indigenous enrolments:</b>	9.4 per cent
<b>Students with disability enrolments:</b>	8.7 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	981
<b>Year principal appointed:</b>	1996
<b>Number of teachers:</b>	97 (full-time equivalent)
<b>Nearby schools:</b>	Burnside SHS, Burnside SS, Woombye SS, Palmwoods SS, Yandina SS, North Arm SS, Bli Bli SS, Mapleton SS, Chevallum SS, Maroochydore SHS, St John's College, Nambour Christian College, Suncoast Christian College, Sunshine Coast Grammar School
<b>Significant community partnerships:</b>	Parmalat for the school dairy, local farmers, Sunshine Coast Shire Council, Nambour Returned and Services League of Australia (RSL), Employers through traineeships, United Synergies Child and Youth Mental Health Service (CHYMS), Smith Family, Air Cadets, Nambour Rotary Club
<b>Significant school programs:</b>	SWAG - 'Students with a Goal', Cattle Show Team, Equine Course, Traineeships, Regional Advisory Visiting Teachers (AVT) at junior campus



### 1.3 Review methodology

The review was conducted by a team of four 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 four days
- interviews with staff, students, parents and community representatives, including:
  - Principal, two Heads of School and two deputy principals
  - Heads of Department (HOD), Head of Special Education Services(HOSES), guidance officer, Support Teacher Literacy and Numeracy (STLaN), and master teacher, 32 teachers and 12 teacher aides and 41 Students
  - Two Business Services Managers (BSM), three administration officers and four ancillary staff, two Indigenous support staff
  - Parents and Citizens' Association (P&C) liaison officer, tuckshop convenor and seven parents
  - Two principals of partner primary schools
  - Two community partner representatives
  - State Member for Nicklin, Mr Peter Wellington

### 1.4 Review team

Karyn Hart	Internal reviewer, SIU (review chair)
Joseba Larrazabal	Internal reviewer
Randall Pointing	Internal reviewer
Raelene Fysch	External reviewer



## 2. Executive summary

### 2.1 Key findings

- A number of new leadership and support roles, including teams, are created across the college.

Role descriptions for these positions are developed. Some staff members indicate that they are still not able to identify to whom they should go to for certain needs. The clarity of roles and responsibilities across the college is not yet consistent.

- There is a documented college data plan and timeframe for the annual collection of data on student achievement, attendance and behaviour.

Student data is analysed across the college in a variety of contexts. Assessment items include standardised testing including Pat-R and Pat-M data. A plan and attendance strategy is developed with the HOD Positive School Culture and a team of support staff members who monitor and track individual and college data.

- The college has developed a draft Responsible Behaviour Plan for Students (RBPS) across senior and junior campuses.

Clear expectations for how college students should behave and interact is displayed in most classrooms. Each campus articulates high expectations of students' behaviour with variances in processes for behaviour management and consequences for behaviour. Staff members report inconsistencies in elements of the RBPS and its application.

- The college offers a wide range of courses to cater for the diverse needs and interests of students.

In addition to regular curriculum, a number of additional college-wide programs are available to students requiring specialist support. These programs include the 'Pinnacle Program', project-based learning, a designated literacy block, additional teacher aide support, extension classes, streaming of classes, and cooperative teaching support.

- Peer observation is identified as a strategy to assist in the development of key pedagogical skills.

Staff members indicate support for peer observation processes to be established to assist in the development of key pedagogical skills. Formalised or consistent teacher observation programs operating within the college are yet to be established.



- Each faculty and year level has documentation related to the scope and extent of curriculum delivered, and assessment practices and procedures.

The HOD are recognised by staff members as the college's curriculum leaders and a clear source of strength and stability within the college. A focus on curriculum planning in the junior campus is being developed to release teams to collaboratively plan curriculum, develop common assessment tasks and conduct moderation within and outside the college. A whole-college curriculum plan is yet to be developed.

- Differentiated teaching as a strategy to ensure engagement and successful learning for every student is used by some teachers.

Class teachers are provided with documentation and planning templates to assist in ensuring that differentiation is part of unit planning and personal planning. Teachers are beginning to use data to identify individual learning needs and differentiate teaching according to these needs.

- The college leadership team are committed to finalising a decision on a college pedagogical framework.

This decision will involve the college leadership team and the teaching and learning committee. Junior and senior campuses demonstrate that the implementation of Art and Science of Teaching (ASoT) as the pedagogical framework, prior to the amalgamation, was progressing with some success. At present, there is no formalised pedagogical framework within the newly established college.

- A strong community focus with reciprocal support is established.

Deliberate and strategic use is made of partnerships with families, local businesses and community organisations to access resources not available within the college, for the purpose of improving student outcomes.



## 2.2 Key improvement strategies

- Clearly define and communicate the roles and responsibilities of the leadership team and provide Professional Development (PD) including coaching and mentoring to drive the School Improvement Agenda (SIA).
- Finalise a decision on the research-based pedagogical framework that the college will utilise and develop a whole-college implementation plan.
- Implement RBPS that is inclusive across the college, with consistent processes, procedures and consequences.
- Provide PD in data literacy training across the college to build teacher capacity in accessing, analysing and using data to ensure consistency of teaching practice.
- Develop a strategic and systematic whole-college approach to the provision of observation, coaching and feedback for all staff members.
- Develop a whole-college curriculum plan to align scope, sequence, assessment and reporting to be shared with all key stakeholders
- Develop and implement a whole-college approach to differentiation based on data analysis and consistency so that it is a feature of every teacher's practice.