

Nambour State College

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Nambour State College** from **11 to 14 August 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 Assistant Regional Director (ARD) 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

Alan Smith	Internal reviewer, EIB (review chair)
Jo Soothill	Peer reviewer
Hugh Goodfellow	Peer reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Carroll Street, Nambour	
Education region:	North Coast Region	
Year levels:	Prep to Year 12	
Enrolment:	1676	
Indigenous enrolment percentage:	9.7 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	8 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	977	
Year principal appointed:	2018	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- College principal, Head of School (HOS) – Senior Campus (SC), HOS–Junior Campus (JC), HOS–inclusion, three deputy principals, 11 Heads of Department (HOD), Head of Special Education Services (HOSES), 41 teachers, two Business Managers (BM), School Based Youth Health Nurse (SBYHN), Community Education Counsellor (CEC), chaplain, Youth Support Coordinator (YSC), seven teacher aides, four administration officers, uniform shop convenor, tuckshop convenor, two information technology officers, school council chair, three Parents and Citizens' Association (P&C) representatives, 17 parents and 65 students.

Community and business groups:

- University of the Sunshine Coast (USC) representative, Kameruka Childcare Centre representative and Sunshine Coast Regional Council former long-serving councillor.

Partner schools and other educational providers:

- Principal Burnside State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Professional development plans
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	Curriculum planning documents
School pedagogical framework	School Opinion Survey
School data plan	School newsletters and website
Responsible Behaviour Plan for Students	School-based curriculum, assessment and reporting plan



2. Executive summary

2.1 Key findings

Students, parents and community members speak positively regarding the college and the range of learning opportunities available.

They outline the growth and fostering of a positive sense of community as essential to the ethos of the college. Students and staff speak with pride of their connection with the college. The college has established an extensive range of community partnerships to support the delivery of positive learning outcomes for students. Executive members of the Parents and Citizens' Association (P&C) articulate high levels of confidence in the college leadership team.

College leaders view the development of staff into an expert teaching and learning team as critical for improving outcomes for all students.

Parents and community members articulate a belief that the college has a body of expert teachers who are committed to student learning. The college has invested in teacher capability through provision of additional teachers to coach in numeracy, Essential Skills for Classroom Management (ESCM), classroom profiling, Teaching Handwriting, Reading and Spelling Skills (THRASS) and Science, Technology, Engineering, Arts and Mathematics (STEAM). Teachers articulate that they value the support that these staff members bring through the modelling of teaching techniques and the provision of planning assistance and feedback.

College leaders are committed to the development and implementation of a strategic whole-school approach to improving student learning outcomes.

Leaders of the college are establishing a positive learning culture. They describe a strong and united commitment to learning and wellbeing. Staff members articulate a desire to contribute to the development of the next strategic plan that will guide the college for the next four years.

Teachers acknowledge the importance of developing and effectively implementing high quality curriculum programs for all students.

Leaders identify the need to direct their attention to pedagogy and assessment, including proactive approaches to planning and teaching. The executive leadership team identifies the next significant lift in student learning outcomes will come as a result of systematically targeting and supporting higher ability students. They recognise the importance of instructional leadership in the college to support its future directions.



The college leadership team members have led the development of the college's pedagogical framework collaboratively with staff representatives.

The leadership team expresses their desire to see highly effective teaching occurring across the college. Executive leaders articulate an intention to identify signature pedagogical practices and strategies and systematically embed these throughout the college. They envisage that this will complement existing curriculum planning and moderation practices and will link to the college's collegial engagement framework.

Staff are committed to the belief that all students are able to learn when provided with the appropriate support and conditions.

Staff members recognise the importance of positive and caring relationships to achieve successful learning. They commit to building mutual respect with students and their families. Staff members take pride in accepting, supporting, and encouraging the learning and the social and emotional development of all students who come to the college. Consistency of delivery of the expectations of the Responsible Behaviour Plan for Students (RBPS) across the college is yet to be achieved.

Staff members are focusing energy and attention on systematic curriculum delivery.

Staff acknowledge their collective responsibility for curriculum development and implementation. A collaborative approach to curriculum planning across the college is ensuring alignment to the Australian Curriculum (AC), Queensland Curriculum and Assessment Authority (QCAA) Senior Syllabuses, and Vocational Education and Training (VET) certificates, whilst at the same time being adapted to meet the learning needs of the local college context. Teachers are committed to implementing the AC with fidelity. College leaders are implementing systematic processes to quality assure the enactment of the AC in classrooms.

The college places a high priority on meeting the individual learning needs of students.

Staff are committed to engaging every student in learning opportunities appropriate to their readiness and needs. Significant emphasis is placed on identifying and addressing barriers to learning in addition to ensuring that all students are suitably engaged and challenged. Some teachers suggest that devising meaningful strategies to challenge highly capable students is an area for further development.

The principal plans for the effective use of human, financial, material and facilities resources to meet the learning and wellbeing needs of students.

Staff members are supported to develop and effectively deliver quality teaching and learning programs. The college has a School Strategic Infrastructure Plan (SSIP) that is regularly reviewed and updated. In the past two years, \$494 308 has been expended on maintenance and \$106 835 on furniture and equipment upgrades. In addition, \$169 224 has been dedicated to providing digital technologies to support student learning.



The principal and college leaders prioritise the use of data to inform school-level decisions, identify interventions, and celebrate student success.

Data relating to academic progress, attendance, engagement and attainment is systematically collected. Data walls are used extensively across the college and are utilised for teacher reflection and student goal setting. In the Junior Campus (JC), class teachers engage in five-week review cycles using pre-testing, goal setting, 'Bump it up' walls and post-testing to monitor student progress towards meeting achievement standards. In the Senior Campus (SC), teachers utilise term-based data review cycles, using A-E reporting data. In addition, formative techniques including exit tickets and drafting feedback assist in monitoring student progress.



2.2 Key improvement strategies

Capitalise on staff, student and community motivation to collaboratively develop a new strategic plan for the college, leading to greater connectedness across the college and enhanced P-12 identity.

Establish areas of responsibility for instructional leadership for the executive leadership team and implement effectively across the college.

Identify signature pedagogical practices aligned to the college's pedagogical framework, and systematically embed these throughout the college.

Consistently implement agreed whole-school approaches for supporting student behaviour, including specific consideration for universal, focused and intensive behaviour support.

Embed systematic processes to quality assure the alignment of the AC and its enactment in all classrooms from Prep to Year 10.

Develop teacher expertise to differentiate teaching for high achieving students.