

Narangba Valley 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 **Narangba Valley State School** from **15 to 18 May 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. 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.

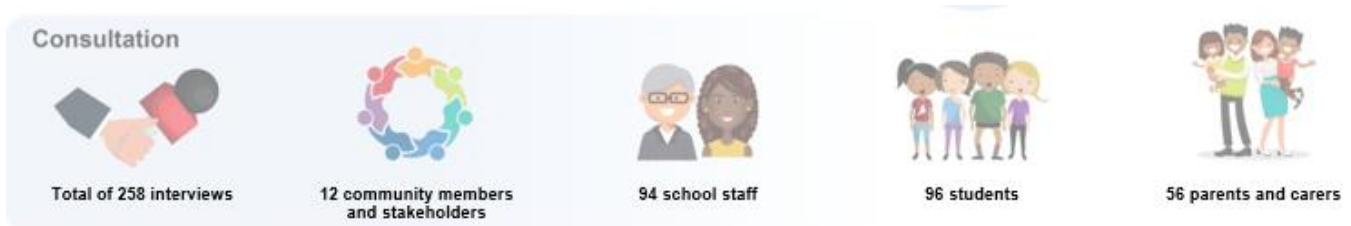
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

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

Keith Graham	Internal Reviewer, SRR (review chair)
Cameron Wayman	Peer Reviewer
John Enright	External Reviewer
Matthew Glen	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Gubbi Gubbi/Kabbi Kabbi nation.
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	1093
Indigenous enrolment percentage:	3.6%
Students with disability percentage:	10.3%
Index of Community Socio-Educational Advantage (ICSEA) value:	1022

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **28 February to 5 March 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1027 and the school enrolment was 1117.4 with an Indigenous enrolment of 4% and a student with disability enrolment of 10%.

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

- Ensure school-wide alignment of, and precision in, the development and delivery of agreed teaching and learning practices in relation to the school's Explicit Improvement Agenda (EIA), and regularly monitor implementation to promote consistency of practice. (Domain 1)
- Provide time for school leaders and teachers to regularly engage in intentional collaboration enabling deeper discussions of student achievement data, generating strategies for continuous improvement and monitoring progress over time. (Domain 2)
- Provide further opportunities for school teams and leaders to engage in collaborative curriculum planning that features pre-moderation, strong reference to the Australian Curriculum (AC), development of assessment exemplars and an agreed lesson sequence. (Domain 6)
- Enhance the school's plan for capability development to include access to a differentiated range of professional learning opportunities including enactment of Annual Performance Development Plan (APDP), work in professional learning teams, coaching and mentoring and models of feedback. (Domain 5)
- Strengthen processes for school leaders to develop and review plans for their key areas of responsibility, aligned to the school's core priorities that are regularly monitored against agreed actions, implementation timelines and key deliverables. (Domain 1)

2. Executive summary

2.1 Key affirmations

A collaboratively created vision and priorities are established to guide school direction.

The leadership team articulates a shared purpose for improving outcomes for all students. Their established improvement agenda is based on data and evidence and outlined in the school strategic documents. Staff speak positively of the leadership team and their vision for the school. Staff express an appreciation of how leaders have engaged with them to co-construct the school vision and priorities which guide the school direction.

A strong collegial and professional team culture is apparent.

Staff describe a collegial, supportive, and team-orientated environment where they are challenged to continually focus on improving the learning and wellbeing needs of students. Staff appreciate the level of consultation and efforts made by the leadership to keep them informed. Teachers share the benefits of the year level Learning Teams. These teams are greatly valued for enhancing collegiality, deepening their knowledge and understanding of their students, and the curriculum.

A high priority is placed on supporting and resourcing identified focus areas.

Staff acknowledge and appreciate the significant use of human resources with an emphasis on providing targeted support to emerging student learning and wellbeing needs. Additional staffing allocation is used to support a number of teaching and non-teaching personnel within the school. Support staff and teacher aides are seen as highly valued and skilled staff members with many staff and parents explaining that they provide exemplary levels of support to students requiring additional support.

Staff and parents describe a caring workforce committed to supporting student learning and wellbeing.

Leaders describe the development of staff into an expert, caring teaching team who are committed to supporting student learning and wellbeing as central to improving student outcomes. Staff share their commitment to students and the ways they strive to make the class curriculum interesting and relevant. Teachers know their students' individual stories and endeavour to use a personalised approach to teaching and learning. Students speak highly of their teachers and of the strong relationships they develop.

2.2 Key improvement strategies

Domain 3: A culture that promotes learning

Collaboratively develop and enact a shared philosophy to the Student Code of Conduct, including defining major and minor incidents, school values, and the roles and responsibilities of all staff members to support consistent enactment of school expectations.

Domain 1: An explicit improvement agenda

Enact strategies to further build the instructional leadership of leaders to quality assure the enacted curriculum, teaching practices and student learning.

Domain 6: Systematic curriculum delivery

Develop QA processes to align all learning areas of the AC to planning, assessment, teaching and learning to ensure the intended curriculum is enacted with fidelity.

Domain 8: Effective pedagogical practices

Refine teacher understanding of the agreed pedagogical approaches to embed high-impact teaching practices in classrooms aligned with school priorities.

Domain 5: An expert teaching team

Collaboratively develop formalised observation and feedback processes linked to the school priorities to enhance staff capability and improve student outcomes.