



# School Improvement Unit Report

## Nanango State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Nanango State School from 23 to 25 March 2015. 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>	39 Drayton Street, Nanango
<b>Education region:</b>	Darling Downs South West
<b>The school opened in:</b>	1866
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	456
<b>Indigenous enrolments:</b>	11.6 per cent
<b>Students with disability enrolments:</b>	13.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	931
<b>Year principal appointed:</b>	2006
<b>Number of teachers:</b>	33 teachers
<b>Nearby schools:</b>	Nanango State High School, Blackbutt State School, Yarraman State School
<b>Significant community partnerships:</b>	Nanango State School Playgroup, University of Queensland Occupational Therapy program, University of the Sunshine Coast
<b>Unique school programs:</b>	Peer skills program, student council

### 1.3 Review methodology

The review was conducted by a team of three 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 three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy Principal, Head of Curriculum (HOC), Head of Special Education services (HOSES), Master teacher
  - Business Services Manager (BSM)
  - Guidance officer
  - Community liaison officer
  - 19 students, including student leaders
  - 18 class teachers
  - Parents and Citizens Association (P&C) president
  - Occupational therapist
  - Principals of three local schools, including feeder secondary school
  - 15 teacher-aides
  - Five parents

### 1.4 Review team

Gary Austen	Internal Reviewer, SIU (review chair)
Daniel Nielsen	Peer Reviewer
Daryl Hanly	External Reviewer



## 2. Executive summary

### 2.1 Key findings

- The school has a clear and sharp agenda for school improvement.

There is a clear and sharp agenda for school improvement that is driving improved student learning and organisational outcomes.

- A high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes.

School leaders and most teachers are engaging in the sophisticated use of multiple data sources, and use this data to understand and act on implications for learning. They use this information to carefully monitor progress of the school improvement agenda.

- School leaders are driving the use of research-based teaching practices and have embedded the use of feedback, coaching and mentoring across the school.

A feedback culture is embedded in practice across the school and is impacting on school-wide pedagogical practice and student achievement.

- Curriculum leaders are reforming the school's curriculum plan to enable a more locally relevant curriculum and authentic assessment of student learning.

The school is embarking on reform of the school curriculum plan. The reform is directed towards an enhanced capacity to more authentically respond to the needs of students and to provide a more locally relevant curriculum.

- The school has recognised the need to develop improvement strategies to ensure that high-achieving students are appropriately engaged, challenged and extended.

Differentiation occurs across the school. The school has identified the need to build teacher capacity, to ensure that high-achieving students are appropriately engaged, challenged and extended.

- Parents and the wider community are involved in the school, however scope exists to build their role as informed and engaged partners in the drive for improved student achievement.

Teachers and parents describe the way in which parents and the wider community are involved in the school. There is potential for a deliberate, strategic approach to increasing parental and wider community involvement, as partners for learning.



## 2.2 Key improvement strategies

- Investigate the strategic engagement of parents and the wider community as partners in the school improvement agenda. Identify opportunities for enhanced levels of school autonomy in order to drive improved student learning.
- Continue the process of curriculum reform and provide opportunities for parent and community engagement in the process. Identify opportunities for a range of perspectives, including Indigenous perspectives, to shape a locally relevant curriculum.
- Build teacher capability in planning and implementing differentiated instruction and assessment, for the full range of learners in every classroom.
- Implement a deliberate strategy to give focus to the teaching of higher-order and creative thinking. Target and monitor the progress of high-achieving students.
- Develop staff capability in using digital pedagogies across the curriculum. Align the implementation of this strategy with classroom differentiation and the extension of high achieving students.
- Implement a strategic approach to closely monitor the progress of students with disabilities and diverse learning needs, and the impact of adjustments in every classroom.