

Numinbah Valley State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Numinbah Valley State School** from **29 to 30 August 2017**.

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 consider 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 SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Michael Sutton	Peer reviewer



1.2 School context

Location:	Nerang-Murwillumbah Road, Numinbah Valley
Education region:	South East Region
Year opened:	1927
Year levels:	Prep to Year 6
Enrolment:	15
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	nil
Index of Community Socio-Educational Advantage (ICSEA) value:	1029
Year principal appointed:	2014
Full-time equivalent staff:	1.66
Significant partner schools:	Springbrook State School, Nerang State School
Significant community partnerships:	Numinbah Valley School of Arts Hall Committee, Raw Challenge, Kokoda Challenge
Significant school programs:	nil



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM) – small schools, four specialist part-time teachers (science/technology, history/geography/the Arts, Health and Physical Education (HPE), language), three teacher aides, Parents and Citizens' Association (P&C) president and treasurer, cleaner, six parents and 13 students.

Community and business groups:

- Raw Challenge owner, Numinbah Valley School of Arts Hall Committee member and Rural Fire Brigade warden.

Government and departmental representatives:

- State Member for Mudgeeraba and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 2, 2017)
OneSchool	School newsletters and website
School pedagogical framework	School budget overview
School assessment schedule	Curriculum planning documents
Responsible Behaviour Plan	School Opinion Survey
Headline Indicators (Semester 1, 2017 release)	School based curriculum and assessment plan



2. Executive summary

2.1 Key findings

The school projects a positive culture with a caring, orderly learning environment built on high expectations and respectful relationships.

Parents articulate that they feel welcome in the school and that all staff members are approachable and friendly. The presence of strong, supportive and mutually respectful relationships is apparent across the school. Parents articulate that their child is receiving a good education that challenges and encourages them to continuously improve.

The teaching team has a strong commitment to improving student outcomes across the school.

The principal and staff members are committed to providing a caring and supportive educational environment. Enthusiastic and dedicated staff members work together as a team to provide continued development of student wellbeing and improved student learning outcomes. Parents express satisfaction with their child's progress.

The principal focuses attention and energy on the priority curriculum areas of English and mathematics to ensure that all students are proficient in the basics.

The school is currently in the process of developing a sequenced plan for curriculum delivery. This documented whole-school curriculum plan is yet to be implemented. Through informal discussions, teachers monitor that the planned work reflects the expectations of the Australian Curriculum (AC). Quality Assurance (QA) processes, including feedback in regards to teacher planning and monitoring enactment and effectiveness of units in all learning areas, are yet to be developed.

The principal, staff members and parents are committed to improved learning outcomes for all students.

The school's broad improvement priorities as identified in the Annual Implementation Plan (AIP) for 2017 are to implement a whole-school reading focus, develop and improve creative writing, and develop a school literacy program. Improving student reading and writing is emphasised by the principal as part of the school's improvement agenda. The principal acknowledges that these priorities require a sharper focus.

Improving student reading and writing is emphasised by the principal as part of the school's improvement agenda.

The principal focuses attention on the teaching of reading, writing and mathematics to ensure students are skilful in the basics. The daily 3 Minute Challenge is used to develop speed and accuracy in number facts. Consistent whole-school practice for the teaching of reading is developing. The school is yet to develop explicit frameworks to guide teaching and learning in priority areas.



The principal recognises that effective pedagogy is important to improving student outcomes.

Staff members are committed to improving their teaching practices. The school's new pedagogical framework aims to enhance learning outcomes for all students utilising a range of evidence-based teaching and learning pedagogies. The principal identifies the need to unpack the school's new pedagogical framework to ensure the research-based pedagogical practices are implemented consistently across the school.

Reflective, informal professional conversations focused on improving student outcomes are a regular aspect of school life.

Opportunities exist for staff members to discuss student progress, school planning and teaching strategies. Informal walkthroughs to monitor the implementation of some elements of the school's improvement priorities have occurred. Formal processes for observation, coaching and feedback are recognised as the next stage in building staff capacity.

The school has developed strong partnerships within the community.

Community members and staff members speak highly of the school being an active member within the community, and that the school has formed numerous partnerships within the local area. The relationship between the school and local community groups extends to fundraising events and sharing of facilities, supported by the Parents and Citizens' Association (P&C) and school staff members. The school is viewed as an integral part of the community.



2.2 Key improvement strategies

Develop a process to monitor the enactment and effectiveness of units of work in all learning areas to ensure alignment with the AC and the achievement standards for each year level.

Collaboratively review the Explicit Improvement Agenda (EIA) to provide a narrow and sharp focus in regards to a key school priority monitored by specific targets, identified strategies, actions and term-by-term timelines.

Develop clear and explicit frameworks for teaching in priority areas and ensure that all staff members have the expert understanding and skill set required.

Implement and monitor the new pedagogical framework to ensure consistency of practice and that understanding across the school is supported and maintained.

Implement a formal classroom observation and feedback process, involving all staff members, to provide timely support and advice regarding classroom practices in the priority areas and in areas for individual development.