

Nashville State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Nashville State School** from **6 to 10 October 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 Lead Principal 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

Gregory Brand	Internal reviewer, SIU (review chair)
Sandra Grant	Peer reviewer
Yvana Jones	External reviewer



1.2 School context

Location:	Corner Douglas and Baskerville Streets, Brighton
Education region:	Metropolitan Region
Year opened:	1960
Year levels:	Prep to Year 6
Enrolment:	360
Indigenous enrolment percentage:	4 per cent
Students with disability enrolment percentage:	5.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1030
Year principal appointed:	2012
Full-time equivalent staff:	24.65
Significant partner schools:	Sandgate State School, Bracken Ridge State High School, Sandgate District State High School
Significant community partnerships:	Jabiru, Eden Gardens, Brisbane City Council
Significant school programs:	Positive Behaviour for Learning (PBL), whole school home reading program, Premier's Reading Challenge, Sustainability program, Stephanie Alexander Kitchen Garden (SAKG) program, Music Program - choirs and band, Nashville Annual Robotics tournament



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), master teacher, Support Teacher Literacy and Numeracy (STLaN), 21 teachers, nine teacher aides, Business Manager (BM), two administration officers, chaplain, teacher librarian, Parents and Citizens' Association (P&C) executive members, schools officer, cleaner, tuckshop convenor, 28 parents and 37 students.

Community and business groups:

- Jabiru Outside School Hours Care (OSHC) coordinator, local Indigenous Elder and playgroup coordinator.

Partner schools and other educational providers:

- Principals of Norris Road State School and Bracken Ridge State High School.

Government and departmental representatives:

- State Member for Sandgate, Local Councillor for Deagon Ward and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Charter of Expectations
Investing for Success 2017	Strategic Plan 2014 - 2017
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Professional learning framework	Curriculum planning documents
School improvement targets	Staff Handbook and Bookwork expectations
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting plan	School differentiation planning and frameworks



2. Executive summary

2.1 Key findings

The school leadership team is committed to embedding a sharp and narrow improvement agenda.

The school's Explicit Improvement Agenda (EIA) is reflected in the Annual Implementation Plan (AIP) that articulates two key areas for improvement in 2017. The school's EIA reflects refining the explicit teaching of reading comprehension strategies across Prep to Year 6, and embedding Positive Behaviour for Learning (PBL) practices. All staff members are supportive of and committed to the school's priority area of reading and reading comprehension.

Staff collectively work together to develop the talents of all students through contextualised programs, academic focus and community engagement.

Parents express the genuine care and dedication of class teachers are highly appreciated and widely recognised within the community. Parents and members of the school community greatly value the school's focus on environmental awareness and sustainability through the range of engaging educational programs and learning opportunities it offers to students. Staff members and parents express the trait of being a small school strongly connected to the local community, as a characteristic they value greatly and wish to see maintained.

School leaders ensure that professional learning opportunities meet the needs of staff members with clear alignment to a focus on student wellbeing and academic success.

Professional learning is focused on supporting aspects of the school's EIA. In particular, teachers report a significant emphasis on Drop Everything and Read (DEAR), reading comprehension and explicit teaching elements, particularly warm ups, to support literacy learning. Regular opportunities for Professional Development (PD) are provided for teachers to support implementing these key strategies, including access to external consultants, school-developed professional learning and a number of opportunities developed and offered by colleagues.

Staff members express a commitment to building their proficiency in improving their teaching practices to effectively implement the school's EIA in reading.

School leaders and staff members report there has been significant progress in the refinement of teaching practices, specifically related to the teaching of reading. Staff members predominantly express the belief that further time is required to embed current improvement strategies to ensure the long-term success of students.



School leaders place a strong emphasis on research and an evidence base to identify the most appropriate approaches to inform highly effective teaching and learning practices.

The school's pedagogical framework is predominantly underpinned by the work of John Fleming¹, focused on the explicit teaching model of instruction. A number of class teachers speak positively about opportunities school leaders have provided them in building their understanding and confidence in embedding explicit teaching into their everyday teaching practice. Most teachers express value in building their understanding of these high-yield, evidence-based strategies that align to explicit teaching and wish to embed these practices into their daily classroom practices in a manageable and sustainable way.

School leaders express the model for curriculum development and delivery across the school recognises that high quality literacy experiences influence the core foundation of all teachers' work.

School leaders focus attention on the priority areas of reading and vocabulary. Significant resources are allocated to professional learning and monitoring student progress in attaining proficiency in these areas. Teachers are developing an understanding of the achievement standards within the Australian Curriculum (AC) and are at the early stages of building skill and confidence in utilising curriculum standards and criterion-referenced matrices to inform teacher judgments and reporting.

Teachers have high levels of professional commitment to implementing the school's EIA and ensuring all students are achieving improved learning outcomes.

School leaders recognize the need to address matters of staff wellbeing, and are implementing a range of strategies and programs to ensure staff are supported. Staff members would appreciate a renewed focus on processes and protocols for collaborative decision making to ensure they have opportunities to contribute to and shape the future direction of the school.

Interactions between staff members, students, parents and families are polite, caring and inclusive.

Staff and community members interviewed consistently characterise the school as one that cares about each student. Teaching staff and school leaders demonstrate an understanding of the positive impact genuine and caring relationships have on student learning. Staff work together to strengthen mutually respectful relationships across the school community. There is staff commitment to PBL and clear evidence of whole-school implementation, including established programs and processes, clear artefacts and anecdotes of success.

¹ Fleming, J., & Kleinhenz, E. (2007). *Towards a moving school: Developing a professional learning and performance culture* (No. 1). Aust Council for Ed Research.



Parents, students and staff members value the strong sense of community and belonging at the school.

The school has a positive community standing and is valued by the broader community. The Parents and Citizens' Association (P&C) is highly supportive of and committed to improving opportunities and outcomes for all students. The P&C supports a range of events within the local community and contributes significantly to the school's positive standing in the community. The Stephanie Alexander Kitchen Garden (SAKG) is a program valued by students, staff and the wider community.



2.2 Key improvement strategies

Collaboratively review the progression of the school's current EIA and key improvement strategies to ensure the sustainable implementation of the school's next strategic planning cycle.

Collaboratively review the school's pedagogical framework and ensure all staff members have a deep understanding of the agreed evidence-based pedagogies that inform teaching and learning.

Provide regular and ongoing professional learning opportunities for all staff to develop a deep knowledge and understanding of the AC.

Continue to implement a broad range of strategies to assist staff in effectively managing their professional satisfaction and work life balance to ensure high levels of staff morale are realised.