Northview State School

Executive Summary

School and Region Reviews

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School and Region Reviews (SRR) at **Northview State School** from **18** to **20 October 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR website.

1.1 Review team

Keith Graham   Internal reviewer, SRR (review chair)

Maria Healy   Peer reviewer

Howard Nielsen   External reviewer

1.2 School context

Indigenous land name:	Yuwi
Location:	Pioneer Street, Mackay
Education region:	Central Queensland Region
Year levels:	Prep to Year 6
Enrolment:	372
Indigenous enrolment percentage:	9.1 per cent
Students with disability percentage:	15.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002
Year principal appointed:	2020

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Business Manager (BM), Head of Department – Curriculum (HOD-C), Head of Special Education Services (HOSES), 17 teachers, two Professional Learning Community (PLC) leaders, chaplain, two administration assistants, 13 teacher aides, Parents and Citizens' Association (P&C) executive member, 81 students and 32 parents.

Community and business groups:

- Camp Australia relationship and partnership manager.

Partner schools and other educational providers:

- Mackay North State High School principal, Andergrove State School deputy principal, Bucasia State School deputy principal, Department of Education (DoE) – Head of Department (HOD) – physical impairment and visual impairment, Central Queensland Region, DoE – Early Years Partnership Facilitator, Central Queensland Region, and Goodstart Mount Pleasant director.

Government and departmental representatives:

- ARD.

2. Executive summary

2.1 Key findings

Students' behaviour and their demonstrated respect are viewed as a strength of the school.

Students are described by staff and visitors as communicative and well mannered. A Student Code of Conduct adopts an approach expressed as four key expectations: '*Be respectful, be safe, be a learner, be responsible*'. Bronze, silver and gold badges and senior merit badges identify students who demonstrate respectful behaviour in the school community. Students speak positively regarding these badges and wear them with pride. Students are recognised within the broader community as being welcoming and inclusive to all students.

Staff speak highly of their colleagues and their support and professionalism.

Staff describe the sense of collegiality amongst their teams as a highly positive aspect of the school. Teachers collaboratively engage with their team through their Professional Learning Community (PLC) and planning days. Through these forums they are able to support each other professionally and have developed strong collegial relationships. Staff highlight the professional benefits they gain through working with their year level partners and members of their PLC. Leaders recognise the support and development of staff as central to improving learning outcomes for all students. Staff discuss having a great sense of connection and affiliation with the school which helps drive their passion for teaching and their responsibility for, and connection to, students.

Leaders understand the important role communication plays within a school and its impact on culture.

School leaders acknowledge the need to keep staff informed in a timely and efficient way. Some staff indicate that, at times, the communication is yet to be as timely or clear as they would prefer. They relay a desire to understand the 'why' and have greater information regarding concerns to gain a fuller insight into the decision-making process. Some staff express that some communication concerns lead to a level of frustration and impact the school's culture of learning. The principal and leadership team understand the differing needs of staff members and are looking to adjust communication across the school to support staff and maintain a positive work culture.

Staff identify strong positive relationships as being at the core of successful student engagement.

The expectation that all children will learn to the best of their ability, and allow others to learn, is embedded strongly in the fabric of the school. The school has a behaviour management plan, providing a framework of strategies for positive behaviour and consequences for inappropriate behaviour. Teachers predominantly speak highly of their students' behaviour. Some teachers articulate a requirement for additional clarity regarding the definitions of major and minor incidents, student consequences and accountabilities, and

the school's overall framing philosophy. Some teachers express the enactment of this framework is yet to be consistent. They indicate a desire for further work regarding the clarity of consequences and the response by all staff to high level inappropriate behaviour.

Leaders and staff are focused on school improvement and providing optimal learning opportunities across the year levels.

The leadership team is united in leading the Explicit Improvement Agenda (EIA) which is directed by the school's strategic documents. Some teachers appreciate the professional autonomy provided for them to explore different curriculum foci, allowing different year levels to concentrate on different learning areas. Other teachers share their feeling of trying to support numerous curriculum initiatives. They express feeling the EIA is open in terms of pedagogical and curriculum focus and voice a desire to further refine the EIA to include a clear curriculum and student outcome focus to provide consistency, clarity and alignment across the school.

Staff understand the approaches taken to facilitate learning are as important as the content that is taught.

Staff are enabled to explore a range of pedagogical approaches within their classrooms and across curriculum areas. A school-developed bank of pedagogical approaches provides broad choices for staff. Some teachers and members of the leadership team express a belief that it is time for the school to adopt a more focused approach to teaching practices, providing greater consistency throughout the school while maintaining a valuable level of autonomy to vary practices to meet the diverse needs of students. The leadership team indicates a need to collaboratively determine the pedagogical approaches to curriculum learning areas, including the EIA, to provide consistency across the school and maximise student learning outcomes.

School leaders respect the importance of an expert teaching team.

The principal and fellow leaders understand the critical role qualified and competent teachers play in developing learning opportunities which maximise outcomes for all students. Teachers describe various ways they receive feedback in relation to their work. Many teachers articulate that they are open to having their practice observed and receiving feedback and support from leaders and colleagues. Most teachers recognise opportunities for coaching, co-teaching, formal observation processes and feedback as positive ways to improve their expertise and practice. Leaders acknowledge the important role instructional leadership plays in supporting staff development and maintaining an expert teaching team. They articulate the need to collaboratively develop an instructional leadership model, aligned to the EIA, to provide formal opportunities for collegial feedback, coaching, co-teaching and modelling of effective teaching strategies.

The school is well resourced and offers broad curriculum opportunities for students.

The needs of students and the achievement of learning outcomes and wellbeing is paramount during the process of targeting the use of school resources. Resources are provided through school-wide programs to meet the needs of students requiring additional

support. The school has a welcoming environment and well-kept grounds. Students speak of the ample play spaces and learning spaces. The principal allocates funds to enhance the physical environment including classroom learning allocations, landscaping, outdoor learning spaces, and sporting facilities. Classrooms are bright and attractive, and teachers speak of the access to resources they have. There are a range of extracurricular and co-curriculum activities offered to students.

Staff share a great sense of connection and affiliation with the school and their students.

The school adopts a student-centred approach to learning. Teachers are encouraged to know their students, know their curriculum and know their next steps. Parents and students speak positively of the education that their children are receiving at the school and the care afforded to them by the staff. Students undertake a range of learning experiences that enable them to develop skills in various areas of the curriculum. Students embrace and appreciate the variety of additional extracurricular and co-curriculum learning opportunities that the school provides to enrich academic learning and foster their interests and diversity.

2.2 Key improvement strategies

Review the timeliness and consistency of communication across the school, including the deeper reasons for decisions where appropriate, to support a united culture of learning and connectivity amongst all staff.

Review the current behaviour plan to provide clarity regarding the definitions of major and minor incidents, student consequences and accountabilities, the response by all staff to high level inappropriate behaviour, and the school's philosophy.

Refine the school's EIA to include a clear curriculum and student outcome focus to provide consistency, clarity and alignment across the school.

Collaboratively determine the pedagogical approaches to curriculum learning areas, including the EIA, to provide consistency across the school and maximise student learning outcomes.

Collaboratively develop an instructional leadership model, aligned to the EIA, to provide formal opportunities for collegial feedback, coaching, co-teaching and modelling of effective teaching strategies.