

# Narangba Valley State High School

## Executive Summary





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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 **Narangba Valley State High School** from **10 to 13 September 2018**.

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

Wayne Troyahn	Internal reviewer, SIU (review chair)
Jenny Maier	Senior reviewer, SIU
Kay Louwrens	Peer reviewer
Barry Courtney	Peer Reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	Harris Ave, Narangba
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	2000
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	2032
<b>Indigenous enrolment percentage:</b>	3.5 per cent
<b>Students with disability enrolment percentage:</b>	4.2 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1012
<b>Year principal appointed:</b>	2018
<b>Full-time equivalent staff:</b>	181.4
<b>Significant partner schools:</b>	Jinibara State School, Narangba Valley State School, Narangba State School, Burpengary State School, Burpengary Meadows State School
<b>Significant community partnerships:</b>	Queensland University of Technology (QUT), University of the Sunshine Coast (USC), Narangba Innovation Precinct, Moreton Bay Regional Council, Moreton Bay Region Industry & Tourism (MBRIT), Atlas Heavy Engineering, Boeing Defence Aviation
<b>Significant school programs:</b>	Science Mathematics Academy (SMA), ASPIRE, Trade Training Centre (TTC), AFL Developmental Academy, Netball Developmental Academy, Dance Excellence, Drama Excellence, Music Developmental Academy



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, five deputy principals, 14 Heads of Department (HOD), Head of Special Education Services (HOSES), 104 teachers, numeracy support teacher, teacher librarian, Speech Language Pathologist (SLP), two Business Managers (BM), two guidance officers, attendance officer, information technology technician, four office staff, six teacher aides, two scientific assistants, four cleaners, two Individual Learning Centre (ILC) aides, two facilities officers, chaplain, school nurse, preservice teacher, six student leaders, 98 students, 21 parents, school council president, Parents and Citizens' Association (P&C) president, canteen supervisor and uniform shop convenor.

Partner schools and other educational providers:

- Principals of Jinibara State School, Narangba Valley State School and Narangba State School.

Government and departmental representatives:

- Councillor Division 11 Moreton Bay Regional Council, State Member for Kurwongbah and ARD.



## 1.4 Supporting documentary evidence

Annual Improvement Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Student Performance Data Analysis
Headline Indicators (Term 1, 2018)	Mentoring Beginning Teachers Program
OneSchool	School budget overview
Staff Leadership Role Statements	Staff Handbook
ICT Plan	Marketing Plan 2016 -2018
School improvement targets 2018-2021	Differentiation Policy
Pedagogical framework - NASOT	2018 iObservation Program
Student Diary	Indigenous Education Action Plan 2018
Responsible Behaviour Plan	2017 School Opinion Survey
School newsletters, Facebook and Website	Academic Review Process
School Data Profile (Semester 1, 2018), Report Card and NAPLAN Update August, 2018	Narangba Valley State High School Student Learning Improvement Plans 2018
Strategic Plan for Professional Development 2018-2020	Curriculum planning documents – including Junior Secondary Curriculum Plan
Narangba Valley High School Soaring as Junior Secondary and Senior Leaders	Narangba Valley State High School Data Analysis and implementation Plan





## 2. Executive summary

### 2.1 Key findings

**The leadership team and school staff are committed to high expectations of all learners and to building positive relationships across the school community to maximise student learning and wellbeing.**

This is exemplified in the school's values '*Respect, Integrity, Commitment*' and the school vision, '*In partnership with our parents and community, Narangba Valley State High School provides all students with access to a high-quality education that equips them with the knowledge, skills and attributes needed for the future. This will enable them to participate in and contribute to a culturally, socially and economically vibrant society*'.

**The school has a reputation for sustained high academic achievement.**

Teachers are involved in a comprehensive and rigorous process for data analysis and provide subsequent support and intervention as required. The process is well established and embedded in practice. Students speak positively regarding how they are kept informed and supported to be successful.

**The school presents a positive and welcoming environment with the tone of the school calm, friendly and ordered.**

Classrooms provide stimulating learning areas to support all aspects of student learning. Prominent visual numeracy artefacts are displayed across the school to enhance the culture for learning.

**The school's values and vision statements underpin school direction.**

The administration team engages the school community in the development and implementation of an improvement agenda based on school data, and captured within the Annual Improvement Plan (AIP) 2018. Members of the school community indicate some lack of clarity regarding the school's direction. A review of the school's vision has commenced. Teaching staff are keen to be part of the re-visioning process.

**Each faculty and year level at the school has a sequenced plan for curriculum delivery that is understood and implemented by teachers.**

Year level teams in most faculties meet regularly to monitor ongoing curriculum delivery. The level of understanding of the Australian Curriculum (AC) varies across the school. Year level plans are predominantly aligned with the AC. The quality and comprehensiveness of curriculum and unit plans vary across the school in terms of providing each teacher with an explicit, coherent, sequenced plan for curriculum delivery that makes clear what and when teachers should teach, and students should learn.



**There is a growing impetus regarding innovation, Science, Technology, Engineering and Mathematics (STEM) and inquiry learning across the school.**

The Science Mathematics Academy (SMA), music, dance and drama academies and Linking Language with Secondary School Learning (LINK-S) programs are examples of programs leading the development of this culture across the school. The SMA provides for specialist STEM approaches as extension for students wishing to progress in that area.

**Staff members express a school-wide belief in every student succeeding and this drives the school processes for differentiation.**

Teachers strive to understand where students are in their learning, including their performance levels, current knowledge, skills, learning difficulties and misunderstandings, to identify starting and intervention points for teaching. The use of individual learning goals that provide students with opportunities to monitor their learning over time varies across the school. Most instances of individual learning goals are currently limited to students setting targets to improve grades rather than involving specific knowledge or understanding goals related to the subject being taught.

**Academic progress in all faculties is reviewed each term as part of a rigorous monitoring process.**

The review includes collation and analysis of term academic data that is shared within the faculty. Collaborative processes to share and leverage this work across the school leadership team are yet to be established.

**The school believes that student learning and wellbeing will be enhanced through partnering with parents and the community.**

The school has a range of links with education and training organisations, community organisations and local business groups that support students in their learning pathways. Strategic links with tertiary providers are as yet limited, with the school articulating that its main focus is on ensuring students are succeeding in their school subjects.

**The school places a high priority on student and staff wellbeing.**

This year the school has commenced implementation of a vertical home class restructure to enhance school culture and student and staff wellbeing. Whilst still in its early stages of implementation, this is viewed by the majority of the school community as a significant and positive reform to improve school culture.





## 2.2 Key improvement strategies

Undertake a strategic review of the school's vision and direction to ensure the school has a clear focus for the next four years, including comprehensive consultation across the wider school community.

Develop a consistent whole-school approach to curriculum planning to ensure that agreed AC content descriptions are covered and all students are provided with opportunities to demonstrate the AC achievement standards.

Utilise the impact of the significant innovation and inquiry programs to strengthen and spread this culture across the school.

Develop a whole-school approach to individual student goal setting to provide students with opportunities to measure and reflect on their learning over time and to improve outcomes.

Develop a process for the sharing of data and improvement strategies across all faculties to build upon a whole-school culture for improvement.

Explore opportunities to create productive links with tertiary providers to increase student interest in tertiary pathways and enhance outcomes.