

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 Education Improvement Branch (EIB) at **Narangba Valley State High School** from **16 to 19 May 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 Lead Principal to discuss the review findings and improvement strategies.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Alan Smith	Internal reviewer, EIB (review chair)
Chris Kern	Peer reviewer
Trevor Gordon	External reviewer
Gary Lacey	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	Harris Avenue, Narangba
Education region:	North Coast Region
Year levels:	Years 7 to 12
Enrolment:	1911
Indigenous enrolment percentage:	3.8 per cent
Students with disability percentage:	14.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1010
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, five deputy principals, Head of Special Education Services (HOSSES), 13 Heads of Department (HOD), Business Manager (BM), two guidance officers, five Heads of House (HOH), 44 teachers, three teacher aides, six administration officers, canteen convenor, two schools officers – facilities and grounds, Information Technology (IT) technician, 96 students, and 21 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Independent Public School (IPS) council chair and representative and two representatives from Intech.

Partner schools and other educational providers:

- Narangba State School principal, Narangba Valley State School principal, Murrumba State Secondary College head of school and Beerwah State High School deputy principal.

Government and departmental representatives:

- State Member for Kurwongbah and Lead Principal.

2. Executive summary

2.1 Key findings

Staff members describe a commitment to providing all students with the best education possible.

They identify the importance of positive and caring relationships for successful learning, and work actively to build partnerships with students, parents and the wider community. Students speak highly of the opportunities afforded to them. Many parents express a positive view of the school. The principal has high expectations for students in terms of achievement, engagement, and attendance, and is steadfastly resolute in committing to every student succeeding. Leaders are focused on enhancing learning and wellbeing outcomes for students.

The leadership team understands the development of staff members into an expert teaching team is central to improving outcomes for students.

There is an appreciation from school leaders, staff members and parents that student outcomes result from the efforts of professional, dedicated and capable teaching and non-teaching staff. They are committed to developing a school-wide professional team that encourages shared responsibility for student learning and success. A particular focus for the leadership team is implementing capability development processes that aim towards improving the quality of teaching.

The principal identifies the importance of using all resources in a deliberate and considered way to meet the learning and wellbeing needs of students.

Human resources, funding, and expertise are prioritised towards the school's improvement agenda. Teaching spaces are well-presented and effectively used. Located in expansive surrounds, the school premises present as neat and welcoming. Ancillary staff take pride in their work environment. Executive leaders acknowledge the importance of identifying, attracting, developing and retaining high-calibre members of staff.

The school's Explicit Improvement Agenda (EIA) comprises three particular foci: guaranteed and viable curriculum (GVC), cohesive workforce, and creative and innovative learning environment.

The principal articulates, and teachers confirm, that GVC has been the key priority in the year-to-date. Some teachers and leaders identify the need for greater clarity regarding their specific roles in enacting this aspect of the EIA. The need for milestones or key deliverables is mentioned by several staff members. The principal acknowledges that a narrower and more precise improvement agenda is required.

Leaders identify the importance of systematic curriculum delivery, and are implementing a whole-school approach to curriculum planning.

Leaders acknowledge the importance of all students being provided with opportunities to demonstrate mastery of the Australian Curriculum (AC) achievement standards. Teachers



speak of the implementation of GVC as a significant priority in the school's EIA. As a key step in the plan for implementing quality curriculum, 15 teachers are trained as curriculum auditors and have begun the process of reviewing curriculum documents to ensure alignment to the AC. Outcomes of the audit indicate that many programs are fully aligned to the AC and many teachers have sound knowledge of the AC.

Executive leaders are dedicated to providing a wealth of opportunities for students.

The principal recognises the importance of lines of sight and the need for rigorous practices that guide, drive and quality assure the school's performance agenda. Some staff members identify the need for projects and processes to be carefully thought through, workload impositions to be considered, reasons for change unpacked, and sufficient time allowed for projects and processes to become embedded in practice. The principal identifies that a strong focus on instructional leadership will solidify cohesion amongst leaders at all levels as they develop and enact a precise, school-wide improvement agenda.

The leadership team articulates a belief that reliable and timely data on student outcomes is crucial to the school's improvement and to classroom planning for effective learning.

Leaders confidently discuss a range of data which they use to identify areas of strength and celebration, and where improvements need to occur. Most data conversations with teachers are focused on using data as a source of information to determine the learning needs of their students. Several staff members indicate that the notion of 'assessment of learning' is a strong practice across the school. They comment that 'assessment for learning' is yet to be widely understood.

Most staff members identify strong collegial relationships within their staffrooms and immediate work teams.

A level of disconnect is described between staff members and executive leaders. Many staff and some student leaders identify challenges in communication within the school. They articulate a range of concerns, including confusing or mixed messages, and transparency of decision making. Aligned and clear communication from the executive team is proposed by some staff as a way to boost school culture.

The school is implementing a diverse range of programs and processes to support the learning and wellbeing of all students.

Teachers and leaders acknowledge that students are at different stages in their learning and progress at different rates. They express a belief that students are able to learn and be successful if provided appropriate time and support, and are motivated with differentiated learning experiences. The school applies a range of structural differentiation strategies aimed at effectively supporting students' learning success. A hub concept has been initiated to support the social emotional wellbeing of students, with a triage process implemented to identify the urgency with which support is required. A comprehensive referral and response system is developed.



Strong partnerships extend across education and training institutions, businesses, and state sporting organisations.

Partnerships are used to support successful transitions from primary school, provide work placements, strengthen post-school pathways, enrich learning experiences, link to the local community, and provide support for student wellbeing. Strong, valued partnerships with local feeder primary schools are well-established. The opportunity for students to engage in the Science and Maths Academy (SMA) from Year 4 is acknowledged as a key partnership activity.



2.2 Key improvement strategies

Further refine the EIA, including articulation of clear and precise actions, aspirational targets and timelines to drive progress and achieve measurable improvement in outcomes for all students.

Fully implement GVC, including alignment to the AC, and quality assure its consistent enactment across Years 7 to 10.

Enhance the instructional leadership skills of all members of the Senior Leadership Team (SLT) to support a cohesive, coordinated and systematic approach to school improvement.

Strengthen the culture of self-evaluation and reflection that enables executive leaders, Heads of Department (HOD) and teachers to engage in deeper discussions of data, and generate strategies for continuous improvement at the classroom level.

Collaboratively develop and enact informal approaches and formal strategies to build trusting relationships and enhance transparency of decision making.