

Normanton State 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 **Normanton State School** from **25 to 28 May 2021**.

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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

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)
Stephen Bobby	Senior internal reviewer
Bert Barbe	External reviewer



1.2 School context

Location:	Little Brown Street, Normanton	
Education region:	North Queensland Region	
Year levels:	Prep to Year 10	
Enrolment:	141	
Indigenous enrolment percentage:	88 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	20 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	41 per cent (2020)
Index of Community Socio-Educational Advantage (ICSEA) value:	682	
Year principal appointed:	2007	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Department (HOD), Business Manager (BM), 20 teachers, 10 teacher aides, two administration officers, three cleaners, two facilities officers, chaplain, seven parents and 18 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and Remote School Attendance Strategy (RSAS) supervisor.

Partner schools and other educational providers:

- Doomadgee State School principal, Hughenden State School principal, Centre for Learning and Wellbeing (CLAW) principal coach and CLAW satellite coordinator.

Government and departmental representatives:

- Mayor of Carpentaria Shire, Carpentaria Shire Council Economic and Community Development manager, Royal Flying Doctor Service (RFDS) senior mental health clinician, Queensland Police Service (QPS) Police Liaison Officer (PLO) – Normanton and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Online Reading Dashboard (SORD)
Investing for Success 2021	Strategic Plan 2018-2021
Student Code of Conduct	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional learning plan 2010-2021	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting plan



2. Executive summary

2.1 Key findings

Generational involvement in the school is apparent with the school remaining open almost continuously since 1892.

Leaders identify contextual factors and complexities, and are united in pursuing the student-centred vision for the school. They articulate an expectation that all staff members demonstrate a commitment to improving the learning outcomes of every student by supporting their wellbeing, learning and school experience. Staff members demonstrate care and concern for the social and emotional wellbeing of students. They articulate a shared commitment to improving student outcomes.

School leaders actively promote and staff support the strong belief that every student is capable of successful learning.

Relationships across the school between staff and students are positive and respectful. Students express the value of the relationships they have with their teachers. Parents speak of being comfortable to approach long-term members of staff with questions or concerns, with most parents articulating they feel welcome in the school. The school presents daily as calm and orderly with teachers working to promote classrooms as spaces focused on learning. The foundations of School Wide Positive Behaviour Support (SWPBS), known locally as PBS, are well established and embedded as the known way of working at the school to enhance the provision of a safe, supportive and disciplined environment.

The principal is committed to building a highly skilled and professional team of teachers.

An expectation that teachers will commit to improving their teaching practice is apparent, with the school supporting this by providing resources and opportunities for ongoing professional learning. A comprehensive professional learning plan is documented. Teachers describe rigorous induction and beginning teacher programs, and articulate high levels of satisfaction with regards to opportunities for modelling, coaching, observation, mentoring, and feedback.

School leaders have introduced explicit processes to ensure that teachers plan for differentiated teaching strategies to engage every student in successful learning.

All staff members express their belief in every student's ability to learn, focusing on the provision of appropriate learning sequences and timely support at each student's level of readiness. A range of systematic data strategies is being used to analyse whole-school, cohort, and class data. Regular data conversations occur at whole-staff and individual teacher level to monitor student learning progress over time and identify the next steps for learning. A differentiation placemat and checklist provide teachers with assistance to plan for differentiation.



The school leadership team has developed an Explicit Improvement Agenda (EIA) for the current year, with a particular focus on student engagement and effective teaching and learning.

Teachers indicate a general level of awareness of these elements. The principal articulates that the EIA comprises intentionally inviting classrooms, attendance, school-wide positive behaviour support (SWPBS) – known locally as PBS, differentiation, moderation, cognitive verbs, and contributing to the culture of professional learning. Teachers are yet to consistently reference all of these aspects of the EIA or how the EIA impacts on their day-to-day teaching. They identify a lack of clarity regarding the targets of EIA and how these will be achieved and measured.

The school operates a Co-plan Co-teach (CPCT) model to support class groups across the school.

This model involves the allocation of two full-time teachers to some classes. The principal has provided all teachers with clear documentation of the minimum operational teaching expectations for this teaching model. It is apparent the pedagogical delivery modes employed across the school by teachers using the CPCT model vary. School leaders articulate an awareness of these practices and express the desire to develop greater consistency in the pedagogical delivery model.

School leaders articulate their belief that improved teaching is essential to improved student achievement levels.

Leaders prioritise the improvement of consistent teaching practices across the school in response to the yearly turnover in teaching staff in the remote school setting. School leaders identify the Gradual Release of Responsibility¹ (GRR) as the basis of the whole-school approach to pedagogy. Teachers are yet to fully engage with the research underpinnings of GRR.

The principal and teaching staff are committed to developing and enacting a sequential, systematic and inclusive curriculum for all students.

Leaders prioritise professional learning opportunities for staff members aligned to curriculum, assessment, and reporting. The importance of literacy and numeracy is acknowledged by all staff members. A comprehensive, whole-school curriculum plan is published. Recognition of the need to ensure students are engaged in challenging and interesting tasks is emerging.

¹ Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Association for Supervision & Curriculum Development (ASCD).



Key community members speak positively regarding the school's status within the local community.

These key community members further articulate the school's enduring efforts to provide improved outcomes for students. They indicate that the principal is highly engaged in the community, and works constantly to build and strengthen community school relationships. Students speak with pride regarding the school.

The school has many well-established partnerships with the community.

These partnerships have become an ongoing element of the school landscape. The school actively seeks ways to enhance student learning and wellbeing by working to partner with parents, families, government agencies and a range of community groups, including allied health and wellbeing agencies, partner schools, school chaplaincy program, Early Childhood Education and Care (ECEC) providers, and secondary boarding schools.



2.2 Key improvement strategies

Collaboratively refine, communicate and build shared ownership of whole-school improvement targets, expressed in terms of measurable and achievable student outcomes aligned to the EIA.

Build staff understanding of, and commitment to collaboratively determined specific actions to achieve the EIA.

Collaboratively work with teachers to identify and build understanding of best practice pedagogical approaches aligned to a co-teaching model.

Fully develop teachers' understanding of the research bases underpinning school-wide approaches to pedagogy.

Investigate ways to enhance the curriculum design skills of teachers through developing locally relevant units of work, to foster high levels of student engagement.