



School Improvement Unit Report

Nobby State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at **Nobby State School** from **24 to 25 August 2016**. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Davenport Street, Nobby
Education region:	Darling Downs South West Region
The school opened in:	1897
Year levels:	Prep to Year 6
Current school enrolment:	50
Indigenous enrolments:	18 per cent
Students with disability enrolments:	8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1 000
Year principal appointed:	2008
Number of teachers:	2.67 (full time equivalent)
Nearby schools:	Greenmount State School, Emu Creek State School, Back Plains State School, Pilton State School, Clifton State School, Clifton State High School, Leyburn State School
Significant community partnerships:	Nobby Heritage And Development Association, Rudd's Pub, Clifton Returned and Services League (RSL) Club, Clifton Community Health, Nobby Country Markets, Sister Kenny Memorial, Nobby Forge/ Blacksmith, Nobby Museum
Significant school programs:	Pastoral care, early years reading program, buddy time, circle time, instrumental music, French - Prep to Year 6



1.3 Review methodology

The review was conducted by a team of two reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director (ARD)
- a school visit of two days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Guidance officer, special education teacher, Speech Language Pathologist (SLP)
 - Two teachers
 - Six teacher aides
 - School chaplain, 10 students and 10 parents
 - Parents and Citizens' Association (P&C) president and school council chair
 - Representative day care facility
 - Head of Department (HOD), Clifton State High School
 - Principal, Leyburn State School
 - State Member for Condamine, Mr Pat Weir

1.4 Review team

Peter Cooper

Internal reviewer, SIU (review chair)

Lisa Noonan

Peer reviewer

2. Executive summary

2.1 Key findings

- The principal and staff members are united and committed to improving the learning outcomes for all students in the school.

Staff members demonstrate this commitment in their daily work through delivering programs to individual students, groups of students and classes, and through their



ongoing professional discussion and reflection to cater for the needs of all students. Benchmarks and targets in the priority area of writing are yet to be identified. The extent to which targets in reading have been communicated to the wider community is unclear.

- The principal and staff members place a high priority on the systematic collection and analysis of a range of student learning data relating to academic performance.

Regular sessions on data analysis, in relation to the key priority areas of reading, writing, spelling and the National Assessment Program – Literacy and Numeracy (NAPLAN), are scheduled throughout the year. Classroom teachers and teacher aides attend Monday meetings and comment on how these sessions inform practice and next steps for teaching, and builds skill and understanding.

- The school is committed to the belief that every student is capable of successful learning.


Staff members place a high priority on building respectful relationships with students, parents and their colleagues. Students articulate how they enjoy coming to school and comment on the close, supportive relationships that exist between students across all year levels. Students stated that all students are welcomed into the school community which creates a safe place to be. Consistent school-wide practices in promoting positive behaviours, student wellbeing and leadership is developing.

- The school applies its physical, human and financial resources in a targeted manner to support school priorities and the Explicit Improvement Agenda (EIA) of reading and writing.

Data is used to identify student learning needs and allocate resources to improve learning outcomes. Funds are allocated to the employment of teacher aides who deliver a range of differentiated programs to support individual students and to work beside teachers in delivering classroom programs to small groups. Differentiated programs for high performing students are developing.

- The principal and teaching staff members take collective responsibility for improving student learning and have built a school-wide, professional team of highly competent staff members.

Teachers are experts in the fields they teach, are confident in teaching their students and are eager to continue to expand their teaching knowledge and skills to improve on current practices. Staff members participating in ongoing Professional Development (PD) closely aligned to the school's improvement agenda.

- 
- Alignment is demonstrated between curriculum delivery, term and unit plans, classroom teaching and regular assessment of student progress, in relation to curriculum expectations.

The principal ensures teaching and learning is directed towards all students being proficient in the basics. The cross-curricular skills and attributes of literacy, numeracy and Information and Communication Technology (ICT) are apparent in planning, . A whole-school assessment framework is yet to be developed. Learning experiences and school programs to challenge and engage high performing students is developing.

- The school's pedagogical framework identifies Explicit Instruction (EI) as a school priority. Staff members receive coaching and feedback on the implementation of EI in their classroom.

A school reading framework identifying consistent approaches and practices in the teaching of reading is yet to be developed. Alignment between the school's pedagogical framework and current classroom teaching practice is developing.

- Teaching staff provide students with developmental feedback, in the area of writing, on how to improve. A school marking guide is used by teachers to provide feedback to students and to monitor student progress.

Consistent practices in providing regular and timely feedback to students are developing. Consistent practices in working to build students' beliefs in their capacities to learn successfully and their understanding of the relationship between effort and success, through individual student goal setting, is developing.

2.2 Key improvement strategies

- Collaboratively develop a sharp and narrow improvement agenda which identifies priorities with associated strategies, timelines, achievable and measurable targets, monitoring and appropriate budget. Communicate and promote this narrow and sharp improvement agenda to the whole-school and the wider community.
- Develop and implement a school-wide pedagogical approach to the explicit teaching of reading.
- Develop and implement a school assessment framework. Review the assessment schedule to include all assessments including systemic, standardised and classroom assessments.
- Implement challenging and engaging learning opportunities for high performing students.
- Develop and implement a school policy on goal setting and feedback to students.



- Collaboratively review the responsible behaviour plan to ensure consistent school-wide practice in promoting positive student behaviour.
- Develop a whole-school approach to student wellbeing and student leadership.