

Narbethong State Special 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 **Narbethong State Special School** from **29 October to 2 November 2020**.

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

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Christine Dawes	Peer reviewer
Paul Herschell	External reviewer



1.2 School context

Location:	Salisbury St, Woolloongabba	
Education region:	Metropolitan Region	
Year levels:	Birth to Year 12	
Enrolment:	46 – school age 32 – Early Childhood Development Program (ECDP)	
Indigenous enrolment percentage:	4.38 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	100 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	46 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1042	
Year principal appointed:	Term 4 2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), guidance officer, Business Manager (BM), two administrative officers, literacy coach, two Speech Language Pathologists (SLP), occupational therapist, 12 teachers, two ECDP teachers, technology teacher, music teacher, 11 teacher aides, educational interpreter, 11 students, eight parents, three cleaners and schools officer.

Community and business groups:

- Link Vision mentor.

Partner schools and other educational providers:

- State-wide Vision Impairment Services deputy principal and teacher and Buranda State School principal.

Government and departmental representatives:

- ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2017-2020
Headline Indicators (May 2020 release)	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Narbethong Curriculum Overview P-10	Narby Active Literacy Learners – Writers
School Opinion Survey	Displays and teaching artefacts
Data wall	Narbethong Learn By Doing Enrolment Pack
Record of Student Learning examples	School newsletters, website, Facebook
Duel Access Model	ECDP Snapshot report
Curriculum unit plan examples	Narby Active Literacy Learners Program
Senior Schooling Curriculum Planning & Implementation	P-12 curriculum, assessment and reporting framework at Narbethong
Narbethong Curriculum Flowchart → Prep-Yr10	2020 Student Communication Initiations and Yes/No responses
Senior Schooling Curriculum Overview Semester 1	Narbethong State Special School P-10 pedagogical Framework 2019-2023
Narbethong Whole School Literacy at a Glance	Levelling a student on the extended literacy continuum at Narbethong
Narby Active Literacy Learners Classroom poster	Narbethong State Special School Professional Learning Plan 2020
Where to record student and class information	Every Student with Disability Succeeding – school reflection
Sample Individual Curriculum Plans, Individual Learning Plans, students repost cards, Senior Education and Training Plan and Future action Plan	The Expanded Core Curriculum (ECC) for Students with Vision Impairment at Narbethong



2. Executive summary

2.1 Key findings

The school is characterised by a collective passion that makes every day successful for every student.

There is a shared belief that every student has a right to learn. This is made possible through the highly individualised and tailored programs and services provided by the school. Staff members are passionate regarding the right for all students to be treated with respect and dignity at all times and to be taught with high expectations for learning. Each staff member articulates that they are strongly invested in the learning and wellbeing of each student and that they feel a strong sense of pride in and belonging to the school.

The school has developed a whole-school ethos that is promoting students' independence.

The motto '*Learn by doing*' is central to the school's 'active learning' approach to teaching. Students are supported to build independence so that they are able to access their program and learn using a range of skills. Signage such as 'If you are doing less, the children are doing more' reminds members of the school community that students have a right to ownership of their own experiences and learning. Parents express appreciation for the way staff members share and celebrate incremental progress in their child's learning and development.

The school has established an improvement agenda that is enhancing the highly specialised learning environment.

A recent review of the strategic plan highlights achievements made in each year of the strategic cycle. Leaders identify that actions have resulted in progress in numerous areas, including the implementation of the Australian Curriculum (AC), development of effective student communication systems, building orientation and mobility capability, and tracking of individual student progress. Posters communicating the 2020 Explicit Improvement Agenda (EIA) provide detailed descriptions of four improvement priority areas. The precision of strategic planning through a sharp and narrowly focused EIA is yet to be established.

The newly formed leadership team is establishing new systems and processes for leading strategic and operational practices across the school.

School leaders indicate significant time and energy has been spent on ensuring school leaders' operational and strategic leadership roles and responsibilities have been shared and understood by staff members. Staff members identify the next step is to further enhance the instructional leadership capabilities in order to meet the complex learning needs of students.



School leaders recognise that highly effective teaching is the key to improving student learning throughout the school.

The 'Narbethong State Special School P-10 Pedagogical Framework 2019-2023' describes the pedagogical approaches supported and implemented at the school. Teachers describe using the active learning approach to drive teaching and learning in the classroom. School leaders indicate that it is a priority that all teachers have clear understanding of agreed high-yield, evidenced-based strategies for consistent implementation in all classrooms. Processes to align current teaching practices to the school's agreed pedagogical approaches are emerging.

There is a collaborative approach to curriculum planning across the school that ensures alignment to the AC, whilst being adapted to meet the complex and individualised learning needs of students.

Teachers articulate that curriculum planning, delivery and moderation are geared to delivering the AC and that the other inputs from the Flexible Individual Enriched and Level Appropriate (FIELA) and Expanded Core Curriculum (ECC) are supporting this process. At this stage teachers knowledge and understanding of the full breadth of the AC, including foundational level and above content descriptions and achievement standards, vary across the school. Some teachers articulate that they would value the opportunity to deepen their understanding of the AC.

Staff members acknowledge the importance of the systematic collection, analysis and discussion of data.

The school collects a range of data including student attendance, behaviour and academic achievement. A whole-school data wall displays student Level of Achievement (LOA) for English and mathematics. Teachers value the time spent with the Head of Curriculum (HOC) mapping achievement to the data wall. Teachers articulate that they would value further opportunities to develop their capability to analyse and effectively use data to identify next steps in teaching and learning.

The school creates environments that are stimulating for students who are reliant on senses other than sight to engage in learning.

Wall-mounted displays that are interesting from a tactile and auditory sense adorn corridors and verandas. Sensory gardens and purpose-built playgrounds provide students with the opportunity to explore and independently enjoy their environment. Teachers indicate they work with a range of allied health professionals to effectively incorporate these resources to enhance teaching and learning.

The school has built a reputation of expertise in the education of students with vision impairment and additional disabilities, and seeks to maintain currency in research-based practices.

The school has a collaborative and supportive teaching team expert in their teaching context and committed to building their practice and in making learning available to the complex and challenging needs of students. Parents articulate that they choose to enrol their child in the



school because of the long-standing reputation for specialised expertise, care and the understanding of staff members for children with a vision impairment and other disabilities.



2.2 Key improvement strategies

Refine the EIA to a sharp and narrow focus, communicate widely and align resourcing, professional learning and Quality Assurance (QA) processes.

Establish processes to build the instructional leadership capabilities including coaching and mentoring, of current and emerging leaders.

Collaboratively determine, document, implement, and monitor the school's agreed, research-based, high-yield pedagogical approaches to support consistent teaching across the school.

Provide a range of professional learning opportunities to deepen teachers' knowledge and understanding of the AC including foundational level and above content descriptions and achievement standards.

Build teacher data literacy through regular data conversations between teachers and leaders that identify next steps in teaching and learning.