Narbethong State Special School
School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Narbethong Special School acknowledges the shared lands of the Turrbal nation and the Yuggera and Turrbal people of the Turrbal language region.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 12
Enrolment	60
Indigenous enrolments	6%
Students with disability	100%
Index of Community Socio-Educational Advantage (ICSEA) value	1043

About the review

4 reviewers from 6 to 8 August 2024	97 participants	47 school staff
20 students	18 parents and carers	12 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Refine and enact the 3 levels of planning to promote alignment, consistency, and adaptability across all learning areas.

Domain 8: Implementing effective pedagogical practices
Systematically enact opportunities for leaders to work alongside teachers in classrooms to develop deep knowledge and understanding of the 3 principles of pedagogy.

Domain 2: Analysing and discussing data
Strengthen staff capability in analysing student learning data to inform planning for highly individualised sequences of teaching and learning.

Domain 5: Building an expert teaching team
Formalise opportunities for leaders to develop instructional leadership skills in order to drive effective and consistent practice across the school.

Domain 1: Driving an explicit improvement agenda
Sharpen Annual Improvement Plan (AIP) cycles of review to monitor the progress, impact and effectiveness of strategies and inform future improvement priorities.

Key affirmations

Staff comment that the clear strategic plan supports a shared understanding of expectations for driving the improvement agenda.
Leaders explain they have intentionally engaged with the previous school review report to develop short- and long-term improvement goals contextualised to student and staff needs. They speak of how they have collaborated with staff in identifying themes from the strategic plan to create the AIP.

Parents describe the impact of staff as a 'game changer' for their child's outcomes.
Staff express a passionate commitment to understanding each learner's interests, background, and support requirements to ensure they experience success and enjoyment in learning. Parents express admiration and appreciation for staff members' dedication to supporting their child's access to learning and life. They comment on how staff members' communication of their child's progress towards agreed goals allows them to understand their child's needs and next steps in learning. Students describe staff members as 'fun' and 'good'.

Staff describe how they maximise every opportunity to progress student learning.
Leaders describe intentionally fostering a culture of learning that places equal emphasis on students' educational progress and wellbeing. Staff articulate a strong belief in every student's ability to make continuous learning progress. They comment that their professional discussions consistently revolve around student achievement. Staff share their joy in providing students with a learning environment and experiences that cater for their diverse learning needs.

Staff collective efficacy and community partnerships support student success.
Leaders and staff speak of the philosophy of 'Team Narby', in which collective efficacy is valued as key to achieving the best outcomes for every student. Community partners describe staff members' impact on their own approach to supporting students with visual impairment into life after school. They comment that the connections built through this work have been personally transformative, inspiring them to learn braille and purchase resources to support people with visual impairment.