

Nanango 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 **Nanango State High School** from **19 to 21 October 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.

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)
Leigh Dyer	Peer reviewer
Boyd Jorgensen	External reviewer



1.2 School context

Location:	Elk Street, Nanango	
Education region:	Darling Downs South West Region	
Year levels:	Year 7 to Year 12	
Enrolment:	543	
Indigenous enrolment percentage:	15 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	11.5 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	927	
Year principal appointed:	January 2009	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, six Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), 21 teachers, five teacher aides, six administration officers, three cleaners, canteen supervisor, two canteen assistants, two schools officers–facilities and grounds, computer technician, agricultural assistant, School Based Youth Health Nurse (SBYHN), Youth Support Coordinator (YSC), youth worker, 59 students and 11 parents.

Community and business groups:

- President of the Parents and Citizens' Association (P&C), representative from the Murri Rangers program and representative from Bulliac Angus – agricultural cooperative.

Partner schools and other educational providers:

- Principal of Yarraman State School and principal of Tanduringie State School.

Government and departmental representatives:

- State member for Nanango and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2018–2021
Investing for Success 2021	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2021	School differentiation flowchart
Staff handbook	School newsletters and website
School pedagogical framework	Student Code of Conduct
School data plan	Schools Online Reporting Dashboard
School Opinion Survey	School Data Profile (Semester 1 2021)
Headline Indicators (October 2020 release)	School based curriculum, assessment and reporting framework



2. Executive summary

2.1 Key findings

The school enjoys high levels of community support.

The school is situated in the heart of the South Burnett region and services an extensive geographic area that includes the townships of Nanango, Blackbutt, Cooyar and Yarraman. Set on over 35 acres, the school opened in 1982 and has a current student enrolment of 543 students. The principal indicates that staff members pride themselves on achieving great outcomes for all students, with the school focus being 'every student achieving to their full potential'. The school motto revolves around the concept of '*Accept the Challenge.*'

Positive Behaviour for Learning (PBL) is a long-standing program within the school.

The four key values of '*Respect, Responsibility, Safety and Effort*' are well known to students, and are documented in the school-wide expectations matrix that is displayed in classrooms and other prominent places throughout the campus. The principal indicates that these guide behaviour, decisions, and directions for the future.

Staff members are committed to creating an environment that is supportive of all students in order to promote student learning and wellbeing.

A culture of collegiality and support for both staff and students is described by many members of the school community. The tone of the school is warm and inviting. Respectful relationships between staff and students exist throughout the school. A high priority on student wellbeing is apparent.

The principal and school leaders express the importance of the growth of staff capabilities.

The leadership team articulates the ongoing development of an expert teaching team as fundamental to improving outcomes for students. Nurturing a commitment to continuous professional improvement, and a school-wide shared responsibility for student learning, are viewed as central to the expert teaching team.

Staff members recognise that students are at different stages in their learning and may be progressing at different rates.

School leaders explicitly encourage teachers to tailor their teaching to student needs and capabilities. Teachers describe the importance of knowing their students and acknowledge the need to understand the individual strengths of students and the areas requiring further development.



The principal indicates that staff members have devoted significant time and effort to implementing the Senior Assessment and Tertiary Entrance (SATE) initiative in senior secondary over the past few years.

The school's junior secondary curriculum is based on the Australian Curriculum (AC). The Curriculum, Assessment and reporting Plan (CARP) details how and when all AC learning areas and/or subjects will be provided. Included in the plan is an explanation of the three levels of planning, including provision of whole curriculum, year/band plans, and unit plans. A process to quality assure all planning documents is yet to be developed.

The Explicit Improvement Agenda (EIA) for 2021 is promoted as 'every student achieves to their full potential'.

The three areas identified are attendance, academic achievement, and exit results. Many staff members demonstrate awareness of school targets. Senior leaders acknowledge the need for rigorous practices to successfully drive the school's performance agenda. They acknowledge that Quality Assurance (QA) processes and practices require further attention.

The school leadership team is committed to the development of effective teaching and learning practices across the school.

They recognise that quality teaching is crucial to improving student outcomes and are working towards embedding quality teaching practices in all classrooms. Teachers articulate varying levels of commitment to and engagement with the Archer and Hughes' model of Explicit Instruction (EI)¹. Teachers and leaders identify the benefits that might accrue from integrating and blending approaches such as the Essential Skills for Classroom Management (ESCM), trauma-informed practice, and social emotional learning in the existing signature pedagogy.

Leaders indicate that students' literacy learning is everyone's responsibility and is expected as part of staff members' daily curriculum and instructional practice.

Unit plans predominantly reference the broad areas of reading, writing, and spelling. Consistent reference to specific strategies is yet to be apparent. The consistent use of evidence-based approaches targeting students' literacy development is yet to be apparent across the school.

The leadership team views student data as essential to the effective leadership of the school.

Leaders acknowledge the importance of whole-school data sets to inform school strategic planning and resourcing decisions. Some teachers describe their participation in collaborative planning, calibration and moderation activities. They indicate that these opportunities allow them to examine class data and discuss this with their colleagues. Use of

¹ Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. Guilford Press.



this data to inform the next steps for the teaching and learning process in classrooms varies across faculties.

Student progress in Years 11 and 12 is closely monitored by the school's Senior Outcomes Team (SOT).

Case management of all students occurs through an academic coaching process established at the school some eight years ago. Leaders describe a range of intervention strategies being utilised, when and as required, in order to optimise student engagement and performance towards achievement of their Queensland Certificate of Education (QCE).

The school operates a flexi learning centre that provides an alternative education site.

This centre supports six to eight students through an individualised program of learning and support. Awarded a Spotlight Schools Initiative Award several years ago, the flexi learning centre is highly valued by leaders, teachers and families.

Parents describe the school as having a strong community feel and identify that the school is highly responsive to their contact and requests.

They articulate that, irrespective of who they speak to in the school, they feel valued and welcomed. They express high levels of satisfaction for the care and support shown by staff members towards their child and for the quality of education that students receive.

The school actively pursues ways to enrich student learning and wellbeing.

This is achieved by partnering with parents and families, other education and training institutions, and local businesses and community organisations. Targeted partnerships support improved opportunities and outcomes for students. Established to address identified student needs, these partnerships operate by providing access to experiences, support and intellectual and/or physical resources not available within the school.



2.2 Key improvement strategies

Further refine and fully develop the curriculum alignment process in junior secondary, and quality assure the systematic implementation of the AC.

Develop processes to engage school leaders in systematically driving, monitoring and evaluating EIA implementation to support improvements in levels of student achievement and exit outcomes.

Review the current pedagogical model and refine as required to determine the signature strategies and approaches to successfully engage the range of learners.

Devise and enact a whole-school approach to the explicit teaching of reading and writing, and quality assure its enactment in all classrooms.

Provide regular opportunities for teachers to analyse and discuss student achievement data to determine next steps for learning.