

Nirimba State Primary School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Nirimba State Primary School** from **14 to 16 November 2022**.

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 Lead Principal to discuss the review findings and improvement strategies.

For more information regarding SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Scott Curtis	Internal reviewer, SRR (review chair)
Andrew Helton	External reviewer
David Manttan	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi / Kabi Kabi
Location:	Park Avenue, Nirimba
Education region:	North Coast Region
Year levels:	Prep to Year 6
Enrolment:	202
Indigenous enrolment percentage:	6 per cent
Students with disability percentage:	13.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	N/A
Year principal appointed:	2021



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), 11 teachers, four teacher aides, administrative officer, guidance officer, three cleaners, 28 parents and 43 students.

Community and business groups:

- Parents and Citizens' Association (P&C) representatives, director of Baringa Goodstart Early Learning Centre, director of Caloundra Basketball, occupational therapist and Dance Energy director.

Partner schools and other educational providers:

- Principal of Baringa State Secondary College.

Government and departmental representatives:

- State Member for Caloundra, ARD and regional coach – Positive Behaviour for Learning (PBL).



2. Executive summary

2.1 Key findings

The principal has deliberately led collaborative processes with staff and the community to establish the school's motto, vision and values.

The motto of '*Embracing Opportunities of Today. Inspiring Futures of Tomorrow*' is drawn from the collaborative work of the vision statement and has driven the identification of three values. Staff describe these statements as forming and driving a culture of high expectations of all, conversation that drives student learning, and operational aspects across the school. Staff describe the school vision as a foundation of unity, commitment and a culture of expectation.

A positive culture reflected across multiple dimensions of the school is apparent.

Staff members, students and parents describe how positive and respectful relationships are being established. Parents and students positively identify a learning environment that caters for the wide variety of students' cultural backgrounds. Students describe their teachers as kind, caring and considerate. Staff share their appreciation for the collegial support for one another and the vision of school leaders to build the learning culture. A culture of supporting each other to solve classroom teaching challenges and celebrate successful student learning is apparent.

The leadership team acknowledges the importance of school-wide teaching practices in improving learning outcomes for every student.

A draft pedagogical approaches document outlines six key pedagogies for use across the school. To enhance leadership opportunities for teachers and build the capability of staff members in understanding and using the six listed pedagogies, the school has engaged in a project to discuss and devise Age-appropriate pedagogies (AAP) through the creation of the Teacher Capability Development Continuum. Designs have been completed and are being circulated to stakeholders and regional personnel for Quality Assurance (QA). It is intended that these pedagogical approaches will strengthen and guide classroom practices.

Staff place a high priority on identifying the learning needs of the range of diverse learners.

Teachers express their commitment to the range of learners in their classrooms and discuss the support they receive during planning to differentiate for learners. During English planning, staff identify teaching strategies that may be used to differentiate the unit for learners. Many teachers discuss the collegial support they receive when seeking solutions from their peers. School leaders identify the progress being made in developing the capability of teachers and acknowledge the need to implement and build strategies to effectively differentiate across all key learning areas.



Staff and leaders are building a professional team of capable educators as proud foundation members of this newly established school.

The principal has been highly strategic in recruiting staff members whose skill sets complement each other. Several committee and project tasks are established to assist leaders and members of the teaching team to build the organisational structures and expectations of the new school. Teachers look forward to working with future colleagues as staff numbers grow to meet enrolment needs. The importance of providing foundation staff members with mentoring, coaching and facilitation skills to successfully induct new staff in future years is highlighted as a school priority.

Team members have combined their organisational skills and experience to establish a variety of avenues for the use of data to monitor student outcomes.

Leaders and teachers highlight the challenge of data comparisons of student progress to previous years due to the high number of interstate and international students enrolling in the school. The use of a whole-school data display is a developing strategy. Opportunities for all members of the teaching team to work together to engage through in-depth data analysis to observe class and school trends is yet to occur. Some teachers indicate a need for further assistance in their data literacy levels to take a deeper dive into data to inform them of the required teaching strategies to meet this need.

The signature initiative of Science, Technology, Engineering, Arts and Mathematics (STEAM) is a major driving factor in pedagogy and curriculum approaches.

While establishing the school, the principal works to set the educational tone through a STEAM environment. Links between the STEAM approach and listed pedagogies are being established as teachers develop curriculum unit plans and consider activities using digital and other tools to create learning activities for students. Evidence provided during the review demonstrate links between STEAM initiatives and planning templates. Representatives of the pedagogy committee have connected with other schools to observe best practice examples of STEAM strategies such as robotics, bringing ideas back to help build these types of activities to suit their local context. Artefacts displayed in some classrooms demonstrate teaching and learning using this multidisciplinary methodology.

Strong and productive partnerships with organisations, clubs and businesses to provide opportunities for students are being established.

Community partnerships provide opportunities to promote and encourage participation in developing students' academic, sporting and artistic capabilities. Other partnerships are being developed to respond to community need. These include private allied health professionals providing onsite services, collaboration with local sport and cultural organisations, and connections with not-for-profit organisations, such as Anglicare and BUSHkids.



2.2 Key improvement strategies

Complete the Teacher Capability Development Continuum process and ensure effective understanding of these levels of pedagogical approaches to strengthen and guide classroom practices.

Develop consistent differentiated, focused, and intensive whole-school teaching practices to cater for students' diverse learning needs and document strategies in planning across the learning areas of the AC.

Equip foundation staff members with mentoring, coaching skills and team-building processes to successfully induct and onboard new staff.

Schedule opportunities for teachers to further enhance their data literacy skills to analyse, study and act upon individual, cohort and whole-school trends using displays such as the established data wall.