Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Nambour Special School from 29 to 31 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: | Windsor Road, Nambour |
| Education region: | North Coast Region |
| The school opened in: | 1985 |
| Year levels: | Prep to Year 12 |
| Current school enrolment: | 143 |
| Indigenous enrolments: | 6.2 per cent |
| Students with disability enrolments: | 100 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | n/a |
| Year principal appointed: | 2012 |
| Number of teachers: | 33 (full-time equivalent) |
| Nearby schools: | Burnside State School, Burnside State High School |
| Significant community partnerships: | STEP program partners – Sunshine Coast Independent Living Service, Endeavour Foundation, Parent2Parent, Supporting Transitions through Engaging Partnerships (STEPS), Compass Institute, Sunshine Butterflies, House with No Steps, Lifestyle Supports, Sunshine Coast Technical and Further Education (TAFE), GR8 START Partners – Suncoast Therapy Centre, C&K, Burnside/Maroochydore Early Childhood Development Program |
Significant school programs:

Riding for the Disabled, Sailability, STEPS Program (Senior Secondary), KidsMatter, You Can Do It!, School-wide Positive Behaviour Support (School of excellence), Duke of Edinburgh – Bridge Award (Junior Secondary), Team Teach, Breakfast Club

1.3 Review methodology

The review was conducted by a team of three 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 three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, two deputy principals, Head of Curriculum (HOC), and master teacher
  - 24 teachers, 18 teacher aides and school chaplain
  - Speech Language Pathologist (SLP) and school nurse
  - Business Services Manager (BSM) and administration officers
  - Parents and Citizens’ Association (P&C) president
  - 25 students and eight parents
  - Four community representatives from Crèche and Kindergarten (C&K), Disability Services Queensland, Parent to Parent and TAFE
  - State Member for Nicklin

1.4 Review team

Ric Day Internal reviewer, SIU (review chair)
Michael Brett Peer reviewer
Vicki Sykes External reviewer
1.5 Supporting documentary evidence

Annual Implementation Plan (AIP) 2016
Explicit Improvement Agenda (EIA) 2016
(2016 Core Four and Target Sheets)

Investing for Success (I4S) 2016
Strategic Plan 2016-2019

School target tracker
School Data Profile (1 June 2016)

OneSchool
School budget overview and finance snapshot

Professional development framework and planners Terms 1-4, 2016
Headline Indicators (Nov 2015)

School pedagogical framework (pedagogy wheel)
NSS Planning, Teaching and Assessment framework and unit overviews

School Opinion Survey (SOS) 2015
Vision and values statements

Master Teacher Action Plan
School newsletters and website

Responsible Behaviour Plan
Student ICP and Reports

Curriculum planning documents
School Governance Overview

NSS School Target Tracker 2016
NSS Professional Development Framework

NSS Assessment Monitoring and Reporting Processes
School Facilities Master Plan

Our STEP Program 5 Core Values
Two Year Curriculum Cycle Overviews

2. Executive summary

2.1 Key findings

- Positive and caring relationships exist between staff members, students and parents.

  High levels of mutual trust, collaboration and support are apparent and processes exist to acknowledge students and staff members. Staff member morale is high. Parents report that the leadership team and teachers are always willing to listen. Parental engagement is valued and the school seeks to connect with parents in a range of ways.
The school is committed to School-wide Positive Behaviour Support (SWPBS), to foster a culture that promotes learning.

Students are able to state the rules or values and can explain the whole-school reward system. ‘Thumbs up’ awards are highly regarded by students and classroom teachers support the explicit teaching of behavioural expectations.

The school leadership team is united and committed to improving learning outcomes for every student.

The school’s EIA lists the ‘Core Four’ priorities for 2016 as reading, numeracy, staff capacity and transitions. Staff members are developing a consistent awareness of the EIA. School leaders and teachers are aware of the EIA priorities. School leaders recognise the need to adjust the timelines for the implementation of numeracy initiatives.

The leadership team views reliable and timely data as essential to the school’s improvement agenda.

There is a ‘School Assessment and Monitoring Schedule’. The school is yet to develop an implementation plan for systematic collection, recording, analysing and moderating of data to inform decision making at a class and whole-school level. Teaching staff members collect information regarding student achievement including standardised, diagnostic, formative and summative evidence.

The school leadership team demonstrates a high level of awareness of effective pedagogical practices. A whole school plan for curriculum delivery is in place.

The school has developed eight levels in the curriculum. Teachers’ understanding of the extended general capabilities is developing. There are specific pedagogical practices in place, including Active Learning and Intensive Interaction, to deliver programs to students on High Individualised Curriculum Plans. Teachers and teacher aides are developing an understanding of these strategies.

The school’s curriculum plan supports all aspects of curriculum development and delivery.

All students in Prep to Year 10 engage with the same units of work simultaneously across all the key learning areas, differentiated to their individual curriculum level. Students across the school access a range of specialist programs. The school has implemented formal programs to support student wellbeing and social and emotional development. Some teachers feel they require more time to effectively cover all areas of the curriculum in depth.
• The school recognises the importance of developing productive partnerships with local businesses, community organisations and individuals to improve the learning outcomes for students.

Effective transition is a whole school priority. The school’s ‘GR8 Start’ program provides a structured transition program for new students enrolling at the school. A program has been developed for the senior students who are preparing to leave school. The school engages the community in a range of celebratory functions throughout the year. Community based learning activities occur regularly as part of the school curriculum.

• The school has adopted and effectively implemented the Art and Science of Teaching (ASoT) as its pedagogical framework.

The school leadership team provides regular feedback to teachers on their performance. These feedback opportunities are effective and valued by teachers. The school has developed a pedagogy wheel that details the key pedagogical practices for each of the curriculum levels and aligned with the nine design questions of ASoT.

2.2 Key improvement strategies

• Develop the EIA to include a narrow and sharp set of core priorities expressed in terms of improvements in student outcomes and communicate the EIA to parents, staff members and wider school community.

• Develop a systematic whole-school approach to the collection and analysis of students' achievement, wellbeing and attendance data to inform planning at a classroom and whole-school level.

• Develop consistent approaches to the provision of curriculum and pedagogy for students on highly individualised curriculum that aligns to the Australian Curriculum (AC) extended general capabilities.

• Refine the whole-school plan for curriculum delivery to ensure sufficient time for the teaching of key learning priorities.