



School Improvement Unit Report

Northgate State School Executive Summary



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Northgate State School** from **5 to 7 September 2016**.

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 consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies which prioritise future directions for improvement.

The schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Principal Supervisor to discuss the review findings and improvement strategies.

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

1.1 School context

Location:	Amelia Street, Nundah
Education region:	Metropolitan Region
Year opened:	1959
Year levels:	Prep to Year 6
Enrolment:	235
Indigenous enrolment percentage:	6.4 per cent
Students with disability enrolment percentage:	3.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1026
Year principal appointed:	2013
Full-time equivalent staff:	13.5
Significant partner schools:	Aviation State High School, Wavell State High School, Virginia State School, Hendra State School, Nundah State School



Significant community partnerships:	Northgate Parents and Citizens Association (P&C), John Fleming Professional Coaching, Kedron/Wavell Principals' Cluster, Team 7 Principals' Cluster, Local Consultative Committee Chaplaincy – Northgate, Hendra and Hamilton State Schools, Pre-Prep Providers Local Partnership, Indigenous Parent Partnership Network, Nundah-Northgate RSL – ANZAC Services, Adopt-a-Cop
Significant school programs:	Pre-Prep Playgroup, Story Dogs, Get Active, Austswim School Coaching, Artist in Residence, Coding Club, Science Club

1.2 Review team

Alan Whitfield	Internal reviewer, SIU (review chair)
John Enright	Internal Reviewer, SIU
Cary Lee	Peer Reviewer
Rosemary Horn	External Reviewer

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, master teacher/curriculum support teacher, lead teacher – literacy, head of student diversity, guidance officer, specialist teachers – teacher librarian, music, health and physical education, 12 teachers, diversity teacher, eight teacher aides, 65 students, 44 parents, administration officer, school cleaner and facilities officer, Parents and Citizens' Association (P&C) president and vice president

Community and business groups:

- Queensland Police Adopt-a-Cop, President Nundah/Northgate Returned and Services League of Australia (RSL) and Indigenous representative

Partner schools and other educational providers:

- Principals of Virginia State School, Wavell State High School and Kedron State School, John Fleming pedagogical coach and mentor and Artist in Residence and two directors of local childcare providers



Government and departmental representatives:

- Member of the Legislative Assembly for Nudgee, Ms Leanne Linard, and Lead Principal Mr Jeff Geise

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators (2015 release)	School Data Profile (Semester 1, 2016)
OneSchool	School budget overview
Professional learning plan 2016	Whole School Curriculum Plan, standardised assessment schedule and reporting framework
School improvement targets	School differentiation planner
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum planning documents	Teaching and Learning Framework



2. Executive summary

2.1 Key findings

Parents, students and staff members speak of a strong sense of community and belonging to a school that is committed to maximising the learning opportunities of every student.

Many parents indicate that the smaller size of the school and the caring and positive relationships established with staff members was a significant factor in school selection. Parents comment positively on the efforts of staff members to ensure the success of all students at the school.

The school ethos is built around high expectations and a commitment to continuous improvement.

There is a strong culture of explicit high expectations for staff members and students with a commitment to excellence through a collaborative team approach. Teachers state that every student is expected to be a successful learner. There is a whole-school commitment to the development of student learning goals.

School leaders recognise the need to build deeper curriculum knowledge to enable teachers to further develop classroom differentiation processes.

Most teachers understand, appreciate and build on student difference. Many teachers have developed expertise in identifying and monitoring the learning gains of the full range of learners.

The school leadership team spends time working with teachers.

Some members of the team provide feedback on teaching and, where appropriate, model effective teaching strategies.

Clearly articulated targets, timelines and evidence sources outline the success criteria for the Annual Implementation Plan (AIP). The AIP documentation assigns general roles and responsibilities for staff members in the implementation of the plan.

This agenda is known by the teaching team and has been shared with the Parents and Citizens' Association (P&C). A strategy to monitor targets and ensure programs are systematically evaluated for effectiveness, in regards to improving student outcomes, is yet to be fully developed.



There is a clear expectation that the school-wide collection and analysis of data will inform scheduled units of work and the teaching and learning process including reporting.

Staff members express the view that there is a need to further develop the data literacy of all teachers in order to refine, interpret and extend the processes to gather formal and informal data and feedback from students, other teaching staff members and parents.

School leaders recognise the need to have a formal, structured approach to coaching throughout the school.

A school-wide professional team of highly capable teachers, including teachers who take an active leadership role beyond the classroom, has been created. This has been achieved through a variety of procedures that includes classroom-based learning, collegial mentoring, formal and informal observations and coaching arrangements.

There is an emerging relationship with local early learning providers to support the transition of children to Prep classes in local schools.

The principal has been proactive in establishing positive relationships with the local pre-Prep providers and primary schools. This network is gaining momentum as a forum for establishing quality relationships and consistent practices that enable a seamless transition to Prep classes.

The P&C is supportive of, and committed to, improving opportunities and outcomes for all students.

This small group of committed volunteers organises events that provide financial support for school and association projects. The association works in concert with school leaders and indicates that timely communication of school events and activities is highly valued.

2.2 Key improvement strategies

Provide teachers with structured opportunities to build a deeper knowledge of the Australian Curriculum (AC) to further support the development of classroom differentiation processes.

Develop and implement a formal observation and feedback process which clarifies when and who provides feedback to teaching staff members.

Develop and implement a systematic approach to the monitoring of improvement targets and ensure programs are evaluated for effectiveness.

Develop the data literacy of all teaching staff members in order to refine, interpret and extend the processes to gather formal and informal data and feedback from students, other teachers and parents.

Enhance the coaching capability of the leadership group to provide structured feedback to teachers.