

Ormeau State 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 School and Region Reviews (SRR) at **Ormeau State School** from **12 to 15 September 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 Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

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

1.1 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
Evan Willis	Peer reviewer
Phil Savill	Peer reviewer
Mary Wallis	External reviewer



1.2 School context

Indigenous land name:	Bullogin and Gugingin
Location:	Mirambeena Drive, Pimpama
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	892
Indigenous enrolment percentage:	6.2 per cent
Students with disability percentage:	21.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1011
Year principal appointed:	2018



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, two Heads of Department – Curriculum (HOD-C), Head of Inclusion (HOI), two Business Managers (BM), guidance officer, Learning Engagement Mentor (LEM), 36 teachers, 69 students, 13 teacher aides, cleaner, groundsman, two Parents and Citizens' Association (P&C) representatives, 29 parents, chaplain and social worker.

Community and business groups:

- Two Outside School Hours Care (OSHC) educators.

Partner schools and other educational providers:

- Principal Norfolk Village State School, principal Ormeau Woods State High School and director of Goodstart Early Childhood Education Centre.

Government and departmental representatives:

- State Member for Coomera and ARD.



2. Executive summary

2.1 Key findings

An environment that promotes high expectations is fostered and maintained, through an overarching expectation that all students are capable of learning and succeeding.

The school promotes caring, welcoming, inclusive and polite interactions between staff, parents and families. Parents and staff speak positively of a school culture which demonstrates the importance of building trusting, positive, caring and mutually respectful relationships across the school community, to ensure successful learning outcomes for all students.

A commitment to building a highly skilled, confident, professional and expert team of teachers is apparent.

Teachers and leaders view the school as a Professional Learning Community (PLC), committed to building staff capability and catering to the diverse needs of all learners. Professional learning is valued and professional practices are apparent in the school. Many teachers engage in visiting other classrooms, participating in Watching Others Work (WOW), and value leaders and peers observing, providing feedback, and working with students as a means of ensuring increased consistency of practice in teaching and learning across the school.

The principal speaks proudly of the evolution of school priorities over the strategic cycle.

The principal describes the use of data gathered from the National School Improvement Tool (NSIT) and school data sources to collaboratively develop an Explicit Improvement Agenda (EIA) grounded in research and expressed in terms of measurable student outcomes. The four priorities of curriculum, pedagogy, reading and writing are considered the school's EIA. Some teachers reference the four priorities as being the EIA, with others focusing on the school's work with Lyn Sharratt's¹ Clarity.

A whole-school approach, using the Positive Behaviour for Learning (PBL) model, seeks to create a safe and supportive environment.

The Student Code of Conduct, a case management approach and a behaviour response team, direct the process of effectively promoting positive behaviours and managing challenging behaviours in the school. Many staff members articulate the value of the PBL process and support a review of current practices with a view to a more precise and consistent enactment.

¹ Sharratt, L. (2018). *Clarity: What matters most in learning, teaching and leading*. Corwin.



Third teacher agreed practices are developed for the use of learning and ‘Bump it up walls’ in all classrooms.

Some students effectively articulate the way they use the third teacher concept to improve their work. Some teachers discuss the overlapping of their professional understanding of Explicit Instruction (EI)² and Clarity agendas. The principal expresses the desire to further refine observation and feedback processes and create an environment where all teachers are comfortable to have their practice observed.

Successive Heads of Inclusion (HOI) have engaged all staff on a change management journey to realise inclusive practices across the school.

Leaders are committed to ensuring all staff are informed of Department of Education (DoE) policy. A focus on inclusion to ensure all students are succeeding is continuing to evolve, with teachers articulating a developing understanding of, and support for, inclusive practices. Leaders acknowledge some staff members need additional time and support to fully embrace inclusive practices, ensuring all students are fully accessing the Australian Curriculum (AC) in their class, including students requiring extension.

The leadership team acknowledges the importance of reliable data to collaboratively address the learning needs of a range of learners.

Year level Level of Achievement (LOA) data is analysed during the planning process. Teachers adjust planning in response to data collected on individual students within their class. Data is used to identify student groupings and starting points for individual and/or groups of students. The principal acknowledges the need to more rigorously disaggregate student LOA data for priority groups, including Aboriginal students and Torres Strait Islander students.

The principal and staff are committed to implementing quality curriculum across all learning areas.

Leaders understand the need to support teachers in enacting the curriculum, and highlight curriculum as one of the four priority areas of the EIA. This enactment is supported through the appointment of two Heads of Department – Curriculum (HOD-C) and funding for whole-school planning release days once a term. Curriculum documents are located on OneNote and staff members describe this organisation as an efficient and accessible platform.

Significant investment has been made to ensure the school’s built environment is well presented and maintained.

The grounds are attractive and interactive, with gardens and developmentally appropriate playground equipment and spaces. The recent construction of a new classroom block

² Hawker Brownlow Education. (2022). *Anita Archer*. <https://www.hbe.com.au/anita-archer.html>



complements classrooms throughout the school that present as welcoming and inclusive learning environments for students. Parents articulate they value the school's buildings and facilities, and comment positively on how attractively the school is presented.



2.2 Key improvement strategies

Revise and clarify the agreed EIA, and ensure a shared understanding by all staff and the community.

Review the implementation of PBL practices to ensure a precise and consistent enactment.

Review and embed an agreed pedagogical approach through differentiated modelling, coaching and co-teaching.

Strengthen staff capability, knowledge and skills to utilise a range of differentiation strategies embedded in daily practice to ensure all students are engaged, extended and challenged in their learning.

Monitor, disaggregate and respond to student LOA data for priority student groups.