



# School Improvement Unit Report

## Ormeau State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Ormeau State School from 29 February to 2 March 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

<b>Location:</b>	29 Mirambeena Drive, Pimpama
<b>Education region:</b>	South East Region
<b>The school opened in:</b>	Opened in 1878 Relocated to current site in 1985
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	811
<b>Indigenous enrolments:</b>	4.2 per cent
<b>Students with disability enrolments:</b>	5.4 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1009
<b>Year principal appointed:</b>	2002
<b>Number of teachers:</b>	33 teachers (full-time equivalent)
<b>Nearby schools:</b>	Norfolk Village State School, Ormeau Woods State High School, Pimpama State School
<b>Significant community partnerships:</b>	Holcim Quarries, Independent Grocers' Association (IGA) Supermarket, QUOTA and Lions
<b>Unique school programs:</b>	Science Program delivered by specialist teachers



### 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/Principal Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal and two deputy principals
  - Head of Special Education (HOSES)
  - Head of Curriculum (HOC)
  - Two enhancement teachers
  - Early years support teacher
  - Business Services Manager (BSM)
  - 15 teacher aides
  - School Council chair
  - School Council member
  - Two Parents and Citizens' Association (P&C) representatives and 13 parents
  - 32 teachers
  - 15 students
  - Tuckshop convenor
  - Schools facilities officer
  - Two administration offices
  - High school principal
  - Guidance officer
  - Local councillor
  - Three specialist science teachers



## 1.4 Review team

Alison Rose

Leanne Bell

Frank Schoonderbeek

Internal reviewer SIU (review chair)

Peer reviewer

External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school leadership team are highly committed to improving outcomes for all students.

School leaders give priority to addressing the needs of all students and the provision of resources. This is reflected in the school Annual Implementation Plan (AIP) and school budget. There is strong staff commitment to student learning and to supporting the school priorities. The School Council and Parent and Citizens' (P&C) Association are supportive of the school's priorities and are important forums in driving the school's agenda.

- The tone of the school is caring, supportive and responsive with a strong sense of community.

Staff members and parents set high expectations for student learning, wellbeing and behaviour. A strong feature of the school is the values program which underpins school practices.

- The school has identified a broad range of priority areas as central to its Explicit Improvement Agenda (EIA) including English reading and writing, mathematics problem solving and science.

The leadership team has analysed school performance data over a number of years and is aware of the trends in student achievement levels. This data has been used to develop the EIA. There is scope to further narrow and refine the school improvement agenda.

- The principal and school leaders see the development of staff members into an expert teaching team as central to improving outcomes for all students.

Professional development activities are clearly aligned to the EIA. Many teachers express a desire for more dedicated and structured time to build the capacity of themselves and their teams through coaching, visiting others' classrooms and receiving feedback.

- The school has a whole school plan for curriculum delivery that is aligned to the Australian Curriculum (AC) in the key learning areas of English, mathematics, science, history and geography.

There is collaboration between teams within their year levels to plan, moderate, assess, and share resources. Planning occurs at three levels in the school: whole school, year level and term or unit planning. All school curriculum documents are reviewed annually to ensure currency and alignment.



- Teachers and school leadership recognise the importance of differentiating for all students to meet their individual learning needs.

Differentiation is viewed as a key strategy by all staff members to improving learning for all students. Most teachers use strategies and processes to determine a starting point for learning and to modify learning experiences to meet the individual needs of students.



## 2.2 Key improvement strategies

- Develop a narrower EIA aimed at improving student performance.
- Provide opportunities for teams to analyse student performance data.
- Develop a schedule to enable teachers to engage in collaborative class visits, to observe and promote peer observation and to learn from each other's practices.
- Ensure monitoring and feedback protocols are in place to quality assure the consistency and delivery of the aligned curriculum at whole school, year, and classroom levels.
- Investigate a researched model that clearly identifies differentiation strategies to develop teachers' ability to differentiate learning through targeted professional development and coaching.
- Develop and implement a formalised professional feedback program for teachers ensuring elements related to the EIA form part of the criteria.