Frenchville State School

Executive Summary

School Improvement Unit

Queensland Government
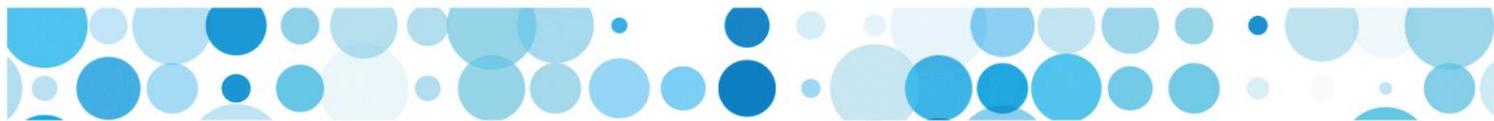
Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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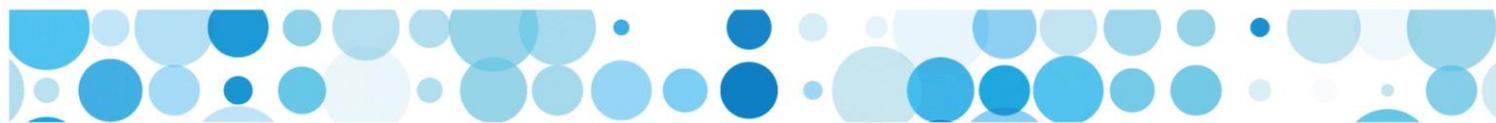
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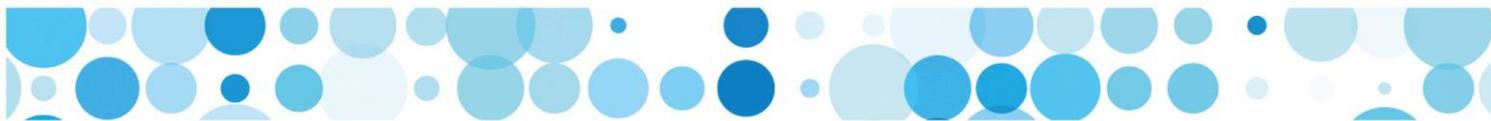
1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Frenchville State School** from **5** to **8 August 2019**.

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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Anthony Gribbin	Peer reviewer
Taylor Haley	Peer reviewer
Chris Tom	External reviewer

1.2 School context

Location:	Frenchville Road, North Rockhampton
Education region:	Central Queensland Region
Year opened:	1900
Year levels:	Prep to Year 6
Enrolment:	940
Indigenous enrolment percentage:	9 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1020
Year principal appointed:	Term 2, 2019
Day 8 staffing teacher full-time equivalent (FTE):	54
Significant partner schools:	Mount Archer State School, Berserker Street State School, North Rockhampton State High School
Significant community partnerships:	CQUniversity (CQUni), Rotary, Rockhampton Regional Council, Camp Australia, AusKick, Kindy Sports, National Rugby League (NRL) Development, Queensland Health
Significant school programs:	Bringing Learning Opportunities to Outstanding Minds (BLOOM) extension learning program, Falcons Rugby League and Flames Netball, Instrumental Music program, MakerSpace, Readers' Cup, Robotics Club, National Aborigines and Islanders Day Observance Committee (NAIDOC) activities, Singing/Signing Choirs
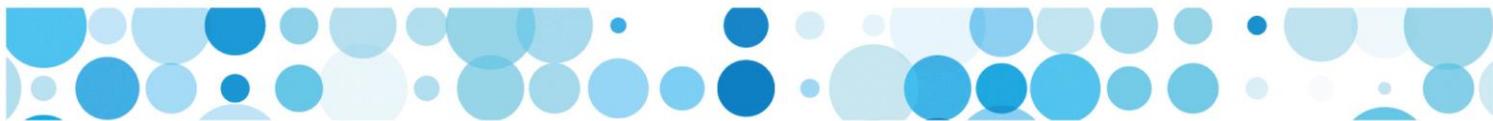
1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC), Business Manager (BM), guidance officer, Speech Language Pathologist (SLP), two Japanese language teachers, two Health and Physical Education (HPE) teachers, two music teachers, Science, Technology, Engineering and Mathematics (STEM) coach, BLOOM teacher, 36 classroom teachers, two Support Teachers Literacy and Numeracy (STLaN), five Special Education Program (SEP) teachers, Local Relief Teacher (LRT), eight teacher aides, three administration officers, six ancillary staff, 42 parents and 182 students.

Community and business groups:

- Parents and Citizens' Association (P&C) vice-president, tuckshop convenor and volunteers, Community Education Counsellor (CEC), Indigenous Elder, visiting Rotary International representatives and CQUni representative.

Partner schools and other educational providers:

- Principal local feeder high school and director early childhood provider.

Government and departmental representatives:

- Councillor for Rockhampton Regional Council Division 2, State Member for Keppel and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April, 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Class Data Action Plans
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Inquiry cycles
Responsible Behaviour Plan for Students	School-based curriculum, assessment and reporting framework (draft)
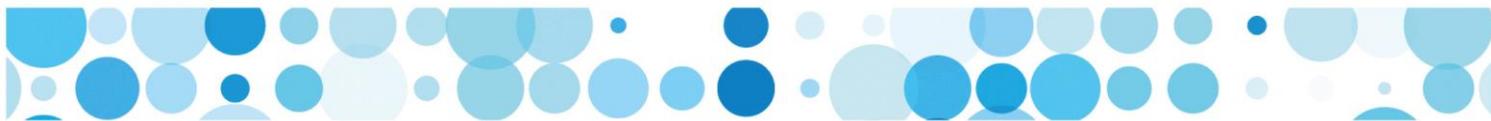
2. Executive summary

2.1 Key findings

Warm and respectful relationships exist between staff members and students.

Students speak very highly of their teachers and have a strong sense of pride in, and belonging to their school. Teachers consciously build learning environments that are welcoming and engaging, and 'go the extra mile' in the interests of students. The school's 'bucket filling' strategy and Growth Mindset[1] philosophy underpin this learning and wellbeing culture. Students are aware of the standards expected for behaviour with positive behaviour and student successes celebrated in classrooms and at school assemblies.

Specific efforts are being undertaken to embed effective ways of teaching and assessing mathematics.

Teachers are using the mathematical proficiencies – understanding, fluency, reasoning and problem solving – to guide teaching and learning experiences in their classrooms. The development of a positive disposition through reference to a Growth Mindset is promoted. The Australian Curriculum (AC) is being delivered through number talks, explicit teaching of mathematical concepts, opportunities to apply learning in problem solving and investigations, and reflections on learning. Teachers are continuing to develop assessment tasks and Guides to Making Judgements (GTMJ) with the support of school leaders.

The school is well-known for the range of co-curricular learning opportunities it offers to students.

There are high rates of participation in academic, sporting and cultural pursuits. High achieving students are identified to engage in the school's Bringing Learning Opportunities to Outstanding Minds (BLOOM) extension learning program. Feedback from students engaged in the program is highly positive. The school's Science, Technology, Engineering and Mathematics (STEM) specialist provides opportunities in coding and robotics with students successful in external competitions. Other experiential differentiation learning experiences provided by the school include a sports excellence program in rugby league, netball and other interschool sporting opportunities. The Arts is celebrated through a choral program including a signing choir, instrumental music and strings programs with the annual 'Spotlight' concert a highlight on the school calendar.

The school's leadership team and teaching staff members express commitment to implementing curriculum units aligned to the expectations of the AC.

Teachers with expertise in a particular learning area currently take responsibility for completing unit planning on behalf of their colleagues. Many year level teams meet informally throughout the term to monitor unit implementation. Teachers articulate they regularly share curriculum resources with their colleagues and seek advice and support as required to promote consistency in curriculum implementation. Consideration of the

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[1] Dweck, C. (2006). *Mindset: The new psychology of success.* New York, NY: Random House.

demands of the AC that will be the focus for teaching and learning is currently variable. The leadership team is committed to providing opportunities for teams of teachers, with the support of school leaders, to collaboratively plan curriculum units aligned to the AC that are quality assured for balance and coverage against achievement standards and content descriptions.

The leadership team is committed to providing opportunities for the development of staff as an expert teaching team.

An overview of the possible learning opportunities for teaching and non-teaching staff is developed. In previous years, opportunities for capability development were supported through a scheduled collegial engagement process based on observation and feedback. This process was complemented by a coaching and mentoring model. The leadership team understands the need to develop a timetabled plan for capability development that includes access to a differentiated range of professional learning opportunities that have strong alignment to the school's priority areas including enactment of Annual Performance Development Plans (APDP), collegial engagement, coaching and mentoring and models of feedback.

The school is working towards reviewing their practices to more closely align with system expectations for an inclusive culture.

All students who require intervention in reading, writing and mathematics are supported by focused programs provided by the Special Education Program (SEP), Support Teacher Literacy and Numeracy (STLaN) and trained teacher aides. Many interventions are currently offered through a withdrawal mode. Many staff members appreciate the need for a more collaborative and inclusive approach to meet the expectations of the system's inclusive education policy. It is recognised that stronger utilisation of regional expertise in areas such as autism and inclusion would assist teachers and students to more closely align the school's practices with more contemporary models of inclusion.

The school's leadership team articulates a belief that reliable and timely data on student outcomes is crucial to the school's improvement agenda.

Teachers regularly meet in their year level teams to discuss various aspects of the teaching and learning process. They articulate having ongoing conversations with colleagues regarding student learning data. This is particularly true for summative assessment tasks that align to moderation processes. School leaders provide year level teams with regular updates on the school, year level and individual class performance in relation to Level of Achievement (LOA) data. The leadership team understands the importance of working with teachers to strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management.
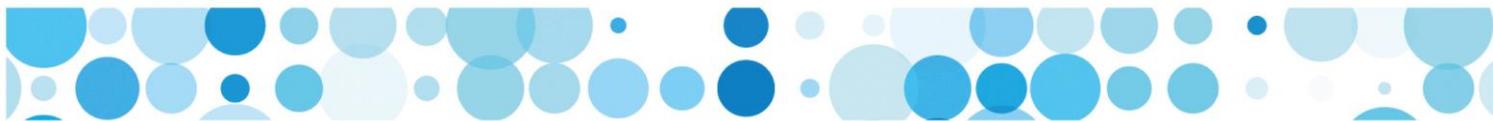
The principal recognises the benefit of connecting with other schools within the cluster and the region to support capability development and outcomes for students.

In recent times, the school contribution to the local cluster and work of the region has been limited. There is an understanding that the school will benefit from engagement in networking with other schools and with regional personnel to develop partnerships that will bring benefit to the learning of students and the professional practice of staff. There is a plan to link with local cluster schools to undertake moderation. School staff members and leaders express positivity regarding the benefits this will bring to their practice.

Staff members value the work they undertake with their year level colleagues.

Collegial interactions within these teams include curriculum planning, data discussions, pedagogical reflections, moderation and sharing of curriculum resources. Staff members meet informally with their year level colleagues to collaboratively support and share their knowledge and expertise. Teachers report positively on the personal and professional support they receive from these colleagues. There are high levels of mutual trust and support within these teams with a sense of pride in the work they undertake in the school. Non-teaching staff members mirror the reflections of their teaching colleagues.

The majority of classes present well-constructed and attractive learning walls.

These include the current focus on standards of achievement, assessment tasks, criteria for success and exemplars of work at the 'A', 'B', and 'C' levels. Feedback from teachers supports students in their understanding of where they are at in their learning and what they need to do to improve. The leadership team has an expectation that student goals are an integral part of the students' link to their own learning. Most students are able to articulate their personal learning goals and can relate these to criteria for success. This process is supporting the development of students as assessment literate learners who are becoming more metacognitive about their learning.
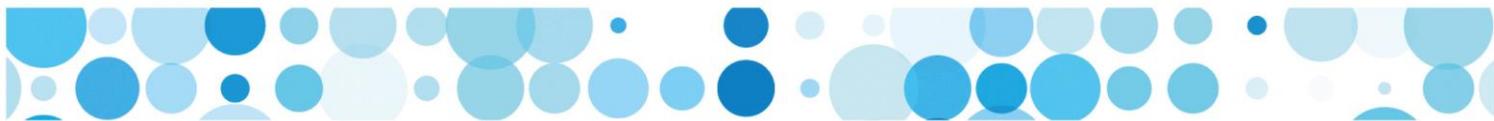
2.2 Key improvement strategies

Provide opportunities for teams of teachers with the support of school leaders, to collaboratively plan curriculum units aligned to the AC that are quality assured for balance and coverage against achievement standards and content descriptions.

Enhance the school's plan for capability development to include access to a differentiated range of professional learning opportunities that have strong alignment to the school's priority areas including enactment of APDPs, collegial engagement, coaching and mentoring, and models of feedback.

Strengthen strategies to ensure the school's inclusive education practices fully support a whole-school approach for students with disability and other students with diverse needs to meet system expectations for a genuinely inclusive culture.

Strengthen the culture of self-evaluation and reflection that enables deeper discussions of data, generates strategies for continuous improvement and monitors progress over time, including opportunities for case management.

Develop broader networks with schools on similar education journeys that will bring benefit to the learning of students and the professional practice of staff.