

Freshwater State School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 **Freshwater State School** from **22 to 24 March 2017**.

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 Assistant Regional Director (ARD) 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 Review team

Phil McLucas	Internal reviewer, SIU (review chair)
Deirdre Von Guilleaume	Peer reviewer
Norm Hunter	External reviewer



1.2 School context

Location:	Corkill Street, Freshwater
Education region:	Far North Queensland Region
Year opened:	1923
Year levels:	Prep to Year 6
Enrolment:	733
Indigenous enrolment percentage:	8.3 per cent
Students with disability enrolment percentage:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1068
Year principal appointed:	2016 (acting)
Full-time equivalent staff:	53
Significant partner schools:	Redlynch State College
Significant community partnerships:	James Cook University (JCU), Cairns District Regional Office
Significant school programs:	Coding Program, Positive Behaviour for Learning (PBL)



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Curriculum (HOC), master teacher, guidance officer, Business Services Manager (BSM), administrative officer, 10 teacher aides, Parents and Citizens' Association (P&C) president and secretary, 22 parents, 21 students, behaviour support teacher, two Support Teachers Literacy and Numeracy (STLaN), 28 teachers and Outside School Hours Care (OSHC) coordinator.

Partner schools and other educational providers:

- Principal of Redlynch State College.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2018-2021
Headline Indicators (Semester 2, 2016)	School Data Profile (Semester 2, 2016)
OneSchool	School budget overview
Professional learning plan 2017	Curriculum planning documents
School improvement targets	School differentiation organiser
FWSS Preferred Future 2017-2020	Professional development plans 2017
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	Freshwater State School Teaching and Learning Framework



2. Executive summary

2.1 Key findings

There is a collegial culture of trust, respect and support amongst staff members.

A collegial culture of trust, respect and support exists amongst staff members and parents report feeling welcome at the school. There is a strong focus on quality learning and on the nurturing of a culture that values teamwork, effort and individual talent.

A clear vision is established for the school that is expressed and enacted through the school's motto, 'Success Crowns Effort'.

The principal, staff and community members are united and committed to improving the learning outcomes for all students. A clear focus for the school is welcomed by staff and community members.

The principal and staff members are committed to implementing an Explicit Improvement Agenda (EIA) that is focused on building capacity.

The key priorities for implementation include strategies that enhance the learning outcomes for students in the core learning areas. Most staff members can identify a range of improvement agenda focus areas.

The school places a high priority on student and staff well-being.

The school is establishing processes to provide academic and non-academic support to address student and individual staff member needs. This is reflected by the provision of yoga classes for staff members after school. Some teachers articulate the view that greater attention to staff morale and wellbeing is required.

A range of strategic teams operates across the school in a variety of areas.

These areas are curriculum, including reading and writing, behaviour, and student and staff wellbeing. The teams are formed in various ways. Year level teams are led by a teacher from the relevant year group year level. Colleagues liaise to ensure a consistency of assessment practice across classrooms delivering the same year level curriculum. Opportunities for teachers to gain whole-school perspectives of progress are as yet limited.

There are clear expectations regarding the teaching of a *Freshwater State School Lesson Design* lesson across the school.

Teachers draw from the *Freshwater State School Lesson Design* in working with students. A school infographic describes the lesson opening, 'I do, We do, You do' and lesson review phases of learning for students and the expectations regarding what they will be doing in each of these phases. Some students are able to articulate the phases and how they assist them to learn. Teachers' understanding of the application of the lesson design varies.



The school uses a range of data to inform school-level decisions, interventions for students and to plan for new initiatives.

School leaders regularly work with teachers and teams to review related student achievement data. Staff members identify data analysis and discussion as integral to the vast majority of improvement priorities. The use of data to cater for students operating at the higher achievement levels is not yet consistent. There is an emerging focus on developing programs that cater for the learning of students operating at higher levels of achievement.

Parents and key stakeholders speak positively about the school and its positive standing in the community.

The P&C is well supported with good attendance at P&C meetings. It provides significant funds towards school initiatives. Parents talk about 'being invested' in the school and students speak highly of the various opportunities to be engaged with and raise funds for their community.



2.2 Key improvement strategies

Further communicate the intent of a sharp and narrow focus in the EIA with clear actions, targets, timelines and responsible officers.

Continue to work to enhance staff morale, acknowledging that this is a joint responsibility to be taken up by the whole staff and the school leadership team together.

Formalise the structure of the year level teams and other professional learning teams to harness staff expertise and provide leadership opportunities with a focus on the EIA.

Continue to implement the *Freshwater State School Lesson Design* so that the fundamental principles are embedded across the school as teachers make professional judgements to meet the learning needs of their students.

Strengthen teacher capacity to engage, challenge and design activities to meet the learning needs of high achieving students.