

Fitzgerald 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 School and Region Reviews (SRR) at **Fitzgerald State School** from **9 to 11 August 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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Darren Marsh	Review chair
Jo Diessel	External reviewer
Clare Grant	External reviewer



1.2 School context

Indigenous land name:	Yuwibara
Location:	Norris Road, Mackay
Education region:	Central Region
Year levels:	Prep to Year 6
Enrolment:	676
Indigenous enrolment percentage:	15.2 per cent
Students with disability percentage:	8.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	960
Year principal appointed:	2018



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Special Education Services (HOSES), Head of Department – Curriculum (HOD-C), 28 teachers, 10 teacher aides, four office staff, two school officers, guidance officer, Parents and Citizens' Association (P&C) executive, tuckshop convenor, 71 students and 42 parents.

Community and business groups:

- Police-Citizens Youth Club (PCYC) Outside School Hours Care (OSHC) representative.

Partner schools and other educational providers:

- Pioneer Kindergarten director, Project Manager – Early Childhood Education and Care, Principal Advisor Inclusion, principal of Mackay North State High School and principal of Northview State School.

Government and departmental representatives:

- ARD.

2. Executive summary

2.1 Key findings

A vision of ‘working together to ensure that every day, in every classroom, every student is succeeding’ is apparent.

A core objective to improve learning outcomes for all students is articulated by staff. Leaders identify that the community is engaged in school activities and supportive of students and staff. Identified as a ‘school of choice’ in the local area and considered an ‘Arts Excellence’ school, the school has a strong commitment to academics, in addition to providing a range of sporting opportunities. The community prides itself on the success achieved in the Arts through its participation and achievements in the annual Wakakirri and Fanfare festivals and its end-of-year Spectacular performance.

Students share the belief they are highly supported by teachers in their learning and understand that learning and effort lead to achievement.

The school is driven by a deep belief that every student is capable of successful learning. Staff are committed to the school and their students’ learning and wellbeing. They are experienced, confident and experts in the areas they teach. Students express a positive view of themselves as real learners with a belief that they are capable of succeeding, as expressed by a student, ‘We just don’t excel in the Arts field, we excel in all areas’. A freely demonstrated sense of mutual admiration between staff members and students is apparent.

The Explicit Improvement Agenda (EIA) is commonly known by staff as ‘focusing on embedding consistent, evidence-based inclusive and pedagogical practices’.

The EIA aligns to the school’s Strategic Plan and Annual Implementation Plan (AIP). Some staff articulate that there are some inconsistencies in the understanding and implementation of improvement strategies across the whole school. School leaders recognise the importance of collaboratively developing and enacting a sharper and narrower improvement agenda that aligns to clearly identified strategies, enabling precision in practices and the clear identification and communication of next steps for improvement.

School leaders are committed to supporting teachers to deliver high-quality curriculum implementation processes for the full range of students.

The school has a comprehensive curriculum plan, providing teachers with a framework for what and when teachers should teach from Prep to Year 6 in each of the Australian Curriculum (AC) learning areas. The school has identified a four-phase model of moderation as a key element of its implementation of the AC. Teachers indicate that the inclusion of each of the phases of moderation is yet to be embedded across each of the year levels. External moderation with other schools is yet to be engaged in. Leaders and teachers articulate that external moderation would be an opportunity to validate their judgements of student Levels of Achievement (LOA) and build a deeper understanding of the AC achievement standards.



School leaders are committed to the belief that teachers and their practice make the most difference to student learning outcomes.

Leaders and teachers describe the school's agreed signature pedagogies as Explicit Instruction (EI), inquiry-based learning and Age-appropriate pedagogies (AAP). Teachers indicate that EI has been a long-term practice across the school with AAP and inquiry-based learning recently introduced. Full implementation of AAP and inquiry-based learning and the consistent implementation across the school of agreed and expected whole-school pedagogies is emerging. School leaders and staff acknowledge that best pedagogical practices are aligned to whole-school agreed expectations and consistently implemented in all classrooms.

The school's ethos is underpinned by '*every student successful, every teacher effective and every person safe, valued and well*' forming the basis that success in learning is an imperative for all students.

A belief is apparent within the school community that all students may access and fully participate in learning alongside their peers, supported by teaching and learning opportunities designed to meet their individual needs. The leadership team acknowledges that the school is on a journey of inclusive education. They indicate a desire to further strengthen the school's vision of inclusion and the whole-school models of support. They articulate that this will help to enhance teacher understanding of inclusive practices and provide a mechanism to monitor progress and gauge the impact of whole-school support provisions.

School leaders work hard to support the capability development of the school's expert teaching team.

The leadership team has recently had a change in its membership, including a number of new leaders in different roles. They identify the importance of leading the school cohesively, using an instructional leadership methodology, to support staff to implement agreed teaching and learning practices. School leaders share a desire to further develop their own instructional leadership capabilities as a team. They recognise their role as pivotal in leading the school's EIA.

A belief that every person should feel safe, valued and well within the school is expressed by staff.

Positive Behaviour for Learning (PBL) is being implemented to drive this philosophy. Staff members are working towards clear and consistent expectations for all members of the school community. PBL expectations are conveyed on parade, reinforced with individual students and communicated to the school community. A PBL Professional Learning Committee (PLC) is established, providing support through data gathering and analysis. Staff members express a commitment to maintaining the impetus, relevance, and current momentum of PBL and its consistent application across the school to support the range of diverse needs within the school community. Students express that they highly value the PBL reward system and understand the importance of recognising positive behaviours.



A range of partnerships are established to enhance student learning and wellbeing.

Partnerships with parents and families, other schools and Early Childhood Education and Care (ECEC) services, local business and community organisations are well established. The positive reputation of the school is recognised by its partners and across the broader community. The leadership team, teachers and support staff are positively spoken of by parents and students. The school's Parents and Citizens' Association (P&C) works in partnership with the school to enhance learning opportunities for students, undertaking a range of large infrastructure projects.



2.2 Key improvement strategies

Further narrow and sharpen the focus of school improvement priorities to enable precision in expected practices and clear identification and communication of next steps for improvement.

Collaboratively review and implement internal moderation practices to ensure consistency across the school and explore opportunities to introduce external moderation to deepen teacher capabilities in making consistent judgments based on the AC achievement standards.

Strengthen teacher knowledge and understanding of the school's expected pedagogical approaches, including a Quality Assurance (QA) process to monitor consistent implementation across the school.

Strengthen staff understanding of the school's vision of inclusive education and the whole-school models of support.

Identify opportunities to further build the instructional leadership capabilities of school leaders.