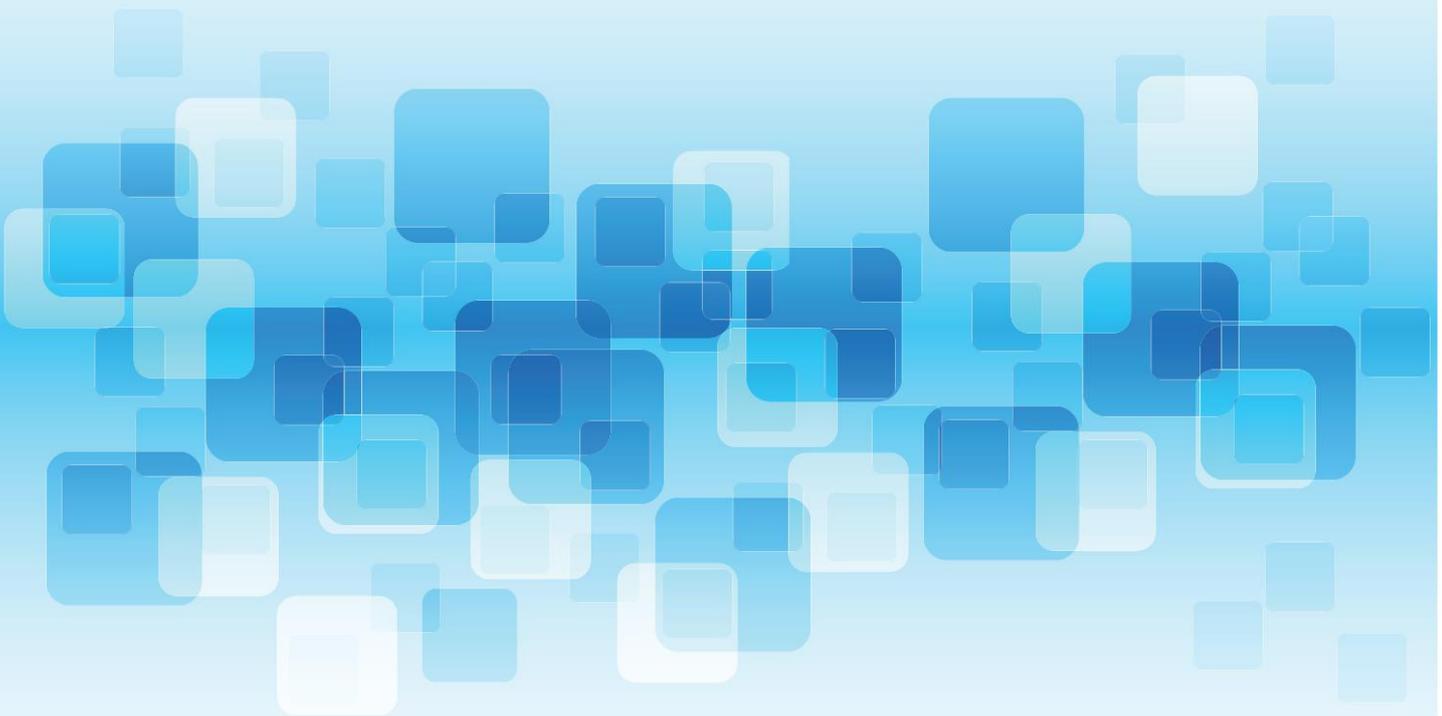




School Improvement Unit Report

Frenchville State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Frenchville State School from 30 March to 01 April 2015. 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

Location:	Frenchville Road, North Rockhampton
Education region:	Central Queensland
The school opened in:	1900 - opened as Frenchman's Creek Provisional School & in 1925 the name changed to Frenchville State School
Year levels:	Prep to Year 6
Current school enrolment:	983
Indigenous enrolments:	8.85 percent
Students with disability enrolments:	4 percent
Index of Community Socio-Educational Advantage (ICSEA) value:	1017
Year principal appointed:	2006
Number of teachers:	40 classroom teachers
Nearby schools:	Berserker Street State School, North Rockhampton State High School, Glenmore State School, Lighthouse Christian School, Mount Archer State School, Heights College, St Anthony's Catholic Primary School, Emmaus College
Community partnerships:	Rotary, Rockhampton Regional Council, Parkhurst, Yarrilee and Berseker Street state schools
Unique school programs:	



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
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, three Deputy Principals, Head of Special Education Services (HOSES), Head of Curriculum (HOC) and Master Teacher
 - Guidance Officer, two Support Teachers Literacy and Numeracy (STLaNs)
 - 40 classroom teachers, six specialist teachers
 - Business Services Manager (BSM), 37 teacher-aides and four administrative officers (AO2s)
 - P&C president, vice-president, secretary and treasurer, 16 parents, tuckshop convenor
 - Indigenous Elder, State Member, local high school principal, local Councillor, school patron, Rotary member
 - Three local primary schools
 - 12 student leaders and 18 students

1.4 Review team

Bert Barbe	Internal Reviewer, SIU (review chair)
Daniel Bishop	Peer Reviewer
Lesley Vogan	External Reviewer



2. Executive summary

2.1 Key findings

- There is an overt sense of pride and a strong collegial culture of mutual trust between all key stakeholders.

Staff members, students, parents and community members speak highly of the school, identifying it as the school of choice in the city. Many families have a long history with the school and past staff volunteer on a regular basis. Teachers and non-teaching staff display high levels of trust in their colleagues, the school leaders and in the efficacy of teaching and learning at the school.

- The school has invested significant time and resources into detailed analysis and monitoring of National Assessment Program – Literacy and Numeracy (NAPLAN) data.

School leaders and teachers deeply analyse NAPLAN data at whole school, year level and individual class levels to inform planning for teaching. The region provides NAPLAN regression analysis data and clearly benchmarks targets for students. Teachers undertake practice and predictive NAPLAN testing to monitor student achievement and adjust teaching to address gaps in understanding.

- The success of the systematic development of the pedagogical framework flows through to the pedagogical almanac for each year level.

The school's pedagogical framework is research and evidence-based, has been built upon in a strategic and developmental process and is evident as the driver of teaching and learning in all classrooms. The pedagogical almanac provides teachers with clear expectations and standards for their year level within the consistent framework for teaching delivery.

- The school places a high priority on identifying and addressing the learning needs of individual students.

There is strong evidence that timely data on student learning informs the development of flexible, differentiated learning for the full range of students at the school. The school has identified gaps in oral language, phonemic awareness and letter sound recognition in some young children entering Prep. They have employed a speech language pathologist to target programs for these identified students. The enrichment team collaboratively develop plans for students with disability with the class teacher and family to provide learning at the student's functional level. Teachers are providing a range of enrichment for high achieving students. This is an area for further development.

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- There is a relentless and ongoing commitment by all staff members to improve student outcomes and well-being.

The school leadership team have consistently introduced new teaching practices using their blueprint, *Change Processes – Learning our way to Improvement*, which involves researching and identifying evidence-based high yield pedagogical practice, engaging the expert researcher to deliver professional learning and model for staff, purchase necessary teaching resources and train key staff to provide ongoing support for all teachers to adopt the agreed teaching practices. Staff are clearly aware of the need to monitor student well-being in a school environment with high expectations for student achievement.



2.2 Key improvement strategies

- Explore opportunities to moderate and develop professional links with like schools.
- Consider the establishment of an early years network between feeder kindergartens, care providers and Prep teachers to strengthen literacy and numeracy skills in transition to Prep.
- Continue the development of professional learning communities to strengthen year level feedback and decision making.
- Research and implement enrichment programs to stretch learning for high achieving students.
- Further implement the transition to Individual Curriculum Plans in line with the school's QSIL action plan.