

# Fairview Heights 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 **Fairview Heights State School** from **1 to 3 August 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 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

Stephen Bobby	Internal reviewer, SIU (review chair)
Meridee Cuthill	Peer reviewer
Garth Hunt	External reviewer



## 1.2 School context

<b>Location:</b>	McDougall Street, Toowoomba
<b>Education region:</b>	Darling Downs South West Region
<b>Year opened:</b>	1995
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	574
<b>Indigenous enrolment percentage:</b>	10.6 per cent
<b>Students with disability enrolment percentage:</b>	9.5 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	964
<b>Year principal appointed:</b>	2007
<b>Full-time equivalent staff:</b>	60.2
<b>Significant partner schools:</b>	Wilsonton State School, Wilsonton State High School
<b>Significant community partnerships:</b>	University of Southern Queensland (USQ), Australian Council for Educational Leaders (ACEL), Crèche and Kindergarten (C&K) Fairview Heights Community Kindergarten, Woodworking volunteers, Mercy Family Services, EVOLVE, Police-Citizens Youth Club (PCYC), Hall Thorpe Sports Outside School Hours Care (OSHC)
<b>Significant school programs:</b>	Visions Program, Student Council (Year 6), Mini Murris program, Deadly Ones program, Quickwrites, Skim and Scan, Connect and Question, Organise Your Thinking, Read and Reflect, be the Expert (SCORE), Casey the Caterpillar Handwriting Program (Prep to Year 1), Jolly Phonics (Prep), Words Their Way (Prep to Year 3), Literacy Pro (Year 2 to Year 6), MiniLit, Levelled Literacy Intervention, Read It Again - Foundation Q (Prep), Elementary Math Mastery (Year 3 to Year 6), Opti-MINDS, Extension Program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principals, Head of Special Education Services (HOSES), master teacher, Positive Behaviour for Learning (PBL) coach, literacy coach, Information and Communication Technology (ICT) coach, two Support Teachers Literacy and Numeracy (STLaN), teacher/librarian, 29 teachers, 12 teacher aides, two cleaners, Business Manager (BM), three administration officers, chaplain, Parents and Citizens' Association (P&C) executive, guidance officer, Speech Language Pathologist (SLP), 17 parents, and 34 students.

Community and business groups:

- Coordinator of C&K Fairview Heights Community Kindergarten, team representatives of Woodworkers, Indigenous community representative, community volunteer, local church representative.

Partner schools and other educational providers:

- Principal of Wilsonton State School, principal of Wilsonton State High School, two Critical Friends from USQ.

Government and departmental representatives:

- State Member for Toowoomba North and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 1, 2017)
Headline Indicators (2016 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2017	School differentiation documentation
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	School Opinion Survey
School-based curriculum, assessment and reporting framework	Responsible Behaviour Plan



## 2. Executive summary

### 2.1 Key findings

**The school vision of ‘*Growing Together - Learning Forever*’ underpins the school ethos for improvement and change.**

The school has developed a known saying ‘*Say the 5 to Prioritise*’ to ensure the whole-school community is aware of the Explicit Improvement Agenda (EIA) that outlines the five priority areas of reading, Quickwrites, number facts recall, behaviour, and attendance. Teachers are genuinely committed to effectively implementing the school’s expected practices for the teaching of reading, Quickwrites and number facts recall.

**The principal is driving a deliberate agenda to build the capacity of all staff members and to develop teacher leaders from within the school.**

The principal is strategic in identifying strengths of staff members and has utilised this knowledge to provide leadership roles outside the classroom that enhance student learning. Staff members are encouraged to undertake action research projects that provide an opportunity for Professional Development (PD) within and across schools. The school is recognised for its best practice in areas linked to its EIA and regularly hosts visits from other schools.

**The school has an explicit and sequenced plan for curriculum delivery across Prep to Year 6.**

A strong alignment has been achieved between the overall curriculum delivery plan, term and unit plans, classroom teaching, and the regular assessment of student progress in relation to curriculum expectations. Teachers backward map from the assessment tasks, and identify critical content, learning intentions and success criteria for each unit of work. Assessment processes are aligned to the curriculum and are designed to track student progress, identify student learning needs, and monitor learning progress. Internal moderation of assessment tasks to facilitate consistent teacher judgement is established within year levels and occurs regularly.

**The school leadership team believes an expert teaching team is central to improving student outcomes.**

Staff members display a professional approach to all aspects of teaching and learning, and are actively engaged in PD. The school is yet to embed formal structures to enable teachers to watch each other work and participate in modelling, coaching and feedback cycles.

**The school prioritises the development and review of individual learning goals.**

All teachers establish and communicate individual learning goals, targets and feedback with their students to guide their learning. These goals are displayed in classrooms and assist students to focus attention on what is required to improve individual student learning. This is an area for ongoing development.



**The leadership team and school staff members view the use of reliable data as essential in the implementation of the school improvement agenda.**

The school's approach to reviewing and interpreting data is grounded in the work of Sharratt's<sup>1</sup> *Putting Faces on the Data* framework. This approach creates a common language for staff member discussions to focus on student success. Cohort teaching teams meet with a leadership team representative to discuss learning units, analyse student reading, writing or mathematic data, share and review teaching strategies, and moderate student work samples. Teachers utilise data in variable ways to support their planning and to group students for learning.

**School leaders and staff members believe that all students are capable of learning if they are engaged through appropriate learning opportunities and support.**

School leaders explicitly encourage classroom teachers to identify and address the learning needs of the full range of students. Teachers have access to a range of data sets that they use to structurally differentiate groupings of students within and across their classrooms. The translation of differentiated teaching from this structural differentiation, to the individual classroom teacher differentiating across the curriculum is an emerging practice.

**Students, parents, staff and community members speak highly of the school and its good reputation within the community.**

The school presents as a vibrant and welcoming environment characterised by positive relationships. Local community leaders support and speak highly of the school, recognising high levels of parent and community confidence in the school. A strong collegial culture is established and staff members report high levels of support and collegiality. There is a school-wide commitment to purposeful and successful learning, and the professional and dedicated staff members demonstrate an expectation that every student will learn and achieve positive outcomes.

**The school enjoys a reputation of being a significant partner in the local community.**

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents, families, other education institutions, local businesses and community organisations. The principal works closely with the Parents and Citizens' Association (P&C) executive to keep them informed regarding the organisation and finances of the school. The principal and P&C executive express satisfaction with the established lines of communication. The school has a long-time partnership with the University of Southern Queensland (USQ). Relationships are established with the on-site kindergarten and local day care centre. Some local early childhood educators express a desire to work more collaboratively with the school.

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<sup>1</sup> Sharratt, L., & Fullan, M. (2012). *Putting faces on the data: What great leaders do!*. Corwin Press.



## **2.2 Key improvement strategies**

Develop and implement a whole-school coaching, observation and feedback cycle linked to all areas of the school's EIA.

Continue to build classroom teacher data literacy to enable deeper analysis and use of data.

Expand student ownership of, and responsibility for their learning through the further development of practices regarding individual learning goal setting, targets and feedback.

Further build teachers' capacity in applying differentiation strategies to classroom learning.