Townsville Central State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Townsville Central State School** from **4** to **6 May 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Len Fehlhaber	Internal reviewer, EIB (review chair)
Leah Mullane	Internal reviewer
Ken Swan	External reviewer

1.2 School context

Indigenous land name:	Wulgurukaba and Bindal
Location:	Warburton Street, North Ward
Education region:	North Queensland Region
Year levels:	Prep to Year 6
Enrolment:	199
Indigenous enrolment percentage:	25 per cent
Students with disability percentage:	10 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	984
Year principal appointed:	2019

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, nine teachers, 51 students, guidance officer, cluster Head of Special Education Services (HOSES), two Support Teachers Literacy and Numeracy (STLaN), inclusion support teacher, Head of Department – Curriculum (HOD-C), six teacher aides, Business Manager (BM), administration officer, cleaner, facilities officer, Information Technology (IT) officer, Community Education Counsellor (CEC) and school chaplain.

Community and business groups:

- Regional Principal Advisor – Teaching and Learning (PATaL), Indigenous Community and Partnerships Support (IPCAPS) coordinator, regional CEC and three Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Principal of Vincent State School, head of student services Townsville State High School, director of Lady Gowrie Kennedy Place and Outside School Hours Care (OSHC) coordinator.

Government and departmental representatives:

- Councillor for City of Townsville, State Member for Townsville and ARD.

2. Executive summary

2.1 Key findings

Staff members express a sense of positivity and optimism for the future.

Staff are committed and dedicated to the school. Many staff members express a desire to grow student enrolment and hold the belief that the school should be viewed as a 'school of choice'. They articulate appreciation for the recent changes in communication and collaborative practices, and express a sense of positivity for the future. They comment that a stronger focus on staff wellbeing and collaborative practices has been welcomed by staff. The establishment of a new leadership team is acknowledged by staff as providing expert support in catering for the needs of students and strengthening teaching and learning.

Local community leaders support and speak positively of the school, recognising its importance to the community.

The school has successfully engaged with the region and the Indigenous Community and Partnerships Support (IPCAPS) team to establish a Reconciliation Action Plan (RAP) that promotes culturally safe practices across the school to maximise the engagement in learning of Indigenous students. The RAP is enacted through the domains of relationships, respect and opportunities in the school, the classroom and the community. Success of the RAP is measured by the percentage improvement in Indigenous Level of Achievement (LOA) in English and mathematics. IPCAPS team members express gratitude and pride towards the principal and school for ensuring that Indigenous business and perspectives are promoted across the school community and in classrooms.

School leaders articulate an understanding of the importance of creating a cohesive leadership and staff team.

A range of responses has been utilised to improve staff wellbeing and morale including the development of a wellbeing team to initiate specific programs such as the Happy School program. Most staff articulate that there is an improved feeling within the school and amongst staff in 2022. School leaders acknowledge the need to monitor current practices and leverage off the range of strengths held by leadership team. They articulate a collective commitment to collaboratively develop their team processes and protocols, strengthen team effectiveness in supporting the whole-school staff, and develop an environment of trust and mutual respect.

Teachers articulate a dedication to supporting all students to learn through engaging and meaningful curriculum practices.

Teachers use Curriculum into the Classroom (C2C) resources to unpack assessments and unit plans. Some teachers articulate a desire to develop a stronger understanding of the Australian Curriculum (AC) to support their modification of C2C resources in creating a more locally relevant and engaging unit for students, with rigorous AC alignment in multi-age classes. Some teachers articulate the challenges of working collaboratively with colleagues on curriculum planning within the constraints of available timeframes and significant

workloads. Many teachers express a desire for systematic release time to allow for collaborative planning within teaching teams, facilitated by the Head of Department – Curriculum (HOD-C).

Leaders are committed to improving learning outcomes for all students.

The leadership team acknowledges that a unified vision is essential for whole-school improvement to occur. Leaders acknowledge that greater staff collaboration in developing a whole-school Explicit Improvement Agenda (EIA), including agreed roles, responsibilities and accountabilities for key staff to drive and monitor the agenda, is required to improve staff understanding and successful implementation of the EIA. Since the last review, a documented roles and responsibilities statement has been developed in draft form, with some staff members articulating an awareness of this document.

School leaders recognise the importance of collaborative decision making to foster shared ownership of the school's future direction.

The principal has strategically formed a leadership team to drive the implementation of the EIA and articulates a belief in building the capacity of teachers and middle leaders. They further detail the aim of growing the school's leadership team to assist in the implementation and monitoring of the EIA. The leadership team acknowledges the importance of the instructional leadership capability of all leaders in developing and driving the EIA. The principal indicates an intention to drive the improvement agenda through a distributive leadership model.

School leaders and teaching staff members share a common belief and commitment to the continuous improvement of their own learning to support student achievement, engagement and wellbeing.

A newly formed leadership team demonstrates enthusiasm for, and commitment to, a collaborative approach to decision-making processes related to the identification of priorities and staff Professional Development (PD). Many staff express a belief that that PD should be narrower, in greater depth and aligned to key improvement priorities. Some teachers suggest the importance of streamlining professional learning opportunities, ensuring clear alignment to key school priorities.

School leaders acknowledge the importance of using highly effective pedagogies as a way of supporting the diverse needs of students and enhancing student learning and wellbeing outcomes.

Visible learning is apparent in all classrooms. Learning walls, success criteria, colour-coded visuals and three-circles monitoring are present in most classrooms. Teachers understand the importance of using learning walls and explaining their use to students. Students from Prep to Year 6 are able to explain learning walls with varying levels of clarity and how they are considered as being important to their learning.

Students express positivity at being members of the school community.

Students articulate that the reasons why they love coming to the school include an appreciation for the care they receive from staff, provision of extracurricular opportunities, and the pride and care that staff take to provide well-maintained grounds and equipment. Students speak proudly of their school work and positively describe the behaviour of their peers. They outline positive strategies utilised to reflect on inappropriate behaviour and strive to ensure that they attend rewards days that are conducted termly.

2.2 Key improvement strategies

Collaboratively develop processes and protocols to strengthen team engagement within the leadership team and whole-school staff, leading to creation of an environment of trust and mutual respect.

Develop a deep understanding of the AC, with systematic opportunities for facilitated collaborative planning sessions, and clarity of the school's expectations in curriculum planning.

Collaboratively develop and build a shared understanding of a whole-school EIA that includes actions for priority areas, targets for improvement and timelines for implementation.

Build the instructional leadership capability of the leadership team to leverage expertise in developing and driving the EIA, enacted through a distributive leadership model.

Collaboratively streamline professional learning to ensure alignment with school priorities and targets.