

Foxwell State Secondary College

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	10



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Foxwell State Secondary College** from **29 October to 2 November 2020**.

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 the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Cameron Hodges	Internal reviewer, EIB (review chair)
Denise Kostowski	Peer reviewer
Bert Barbe	External reviewer



1.2 School context

Location:	Foxwell Road, Coomera	
Education region:	South East Region	
Year levels:	Year 7 in 2020 Years 7 to 12 in 2025	
Enrolment:	204	
Indigenous enrolment percentage:	5 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	16.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	not assigned until 2021	
Year principal appointed:	2019	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Business Manager (BM), five Heads of Department (HOD), HOD–inclusion, 18 teachers, school chaplain, two administrative officers, four teacher aides, five cleaners, school facility officer, 26 students, 21 parents and two members of the Parents & Citizens' Association (P&C) executive.

Community and business groups:

- Representatives from The Learner First partnership, University of Queensland (UQ) – Wonder of Science Project, Queensland Curriculum and Assessment Authority (QCAA), South East Region (SER) Deep Learning Partnership Coordinator, Apple Education and Scripture Union.

Partner schools and other educational providers:

- Principal and deputy principal of Coomera Rivers State School.

Government and departmental representatives:

- State Member for Coomera and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Explicit Improvement Agenda 2020
Investing for Success 2020	Strategic Plan 2020-2023
Quality Teaching and Learning Framework	Responsible Behaviour Plan for Students
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School improvement targets	Inclusion Framework
School data plan 2020	Professional development plans
School Pulse Survey 2020	School newsletters and website
School based curriculum, assessment and reporting framework Year 8 – 9	Parent and Community Engagement Framework



2. Executive summary

2.1 Key findings

The college community is united in the pride they have as foundation staff, students and parents of the college.

College leaders, teachers and support staff have clear, high expectations that all students are able to experience success in their learning when provided with individualised support within a calm, safe, structured learning environment. Students express that 'kindness is real at Foxwell' and provide clear examples of living this value in their daily interactions. Relationships between students, teachers, college leaders and parents are based on mutual respect. The college views parents and families as integral members of the college community and partners in student learning. An individualised enrolment process plays a key role in establishing a positive relationship with clear expectations for all, aligned to the college's SPIRIT (*Service, Perseverance, Integrity, Respect and Responsibility, Inclusivity, Teamwork*) values. Parents and community members speak highly of the college and the quality of the college leadership.

The college principal and executive leadership team demonstrate an unwavering commitment to allocating the appropriate human, physical and financial resources to support the educational and wellbeing needs of all students.

Specialist staff members are utilised in a number of ways to best support the learning, and wellbeing needs of students. This includes the programs and deployment of staff members to support Indigenous students, students with disability and students requiring additional literacy and numeracy support. Many students and their parents express appreciation for the support received from specialist staff in many aspects of school life. The college is located adjacent to Oakey Creek and is in close proximity to the Gold Coast Marine Precinct. The entire college community is extremely proud and appreciative of the state-of-the-art school campus that has been developed for the opening of the college.

The executive leadership team articulates the importance of reliable student data to the effective monitoring and implementation of school improvement initiatives.

In establishing whole-school data processes for the college, a data advisory group was formed and a data coach appointed. The data advisory group has progressively developed the comprehensive college data plan that includes the range of data to be collected, collection timelines, storage location, data analysis timelines, explicit targets for student achievement and links to the Annual Implementation Plan (AIP). The data plan has been collaboratively developed and moved through a number of consultative steps ready for full implementation from 2021. From there, a data map for Heads of Department (HOD) and a data map for teachers have been developed. College leaders identify the two data maps as the ready reference point for HODs and teachers. The data advisory group will now translate into a data team.



The leadership team is facilitating the development of a culture of collegiality and collaboration amongst staff.

The college recognises the impact that high quality teaching and learning has on student achievement. The principal has placed a priority on attracting quality teachers who bring a depth of experience and knowledge to the college. Teaching staff are highly committed to supporting student learning and possess experience, confidence and a range of expertise in the fields in which they teach. College leaders articulate that the identification and support of 'champions' in key aspects of the 'Quality Teaching and Learning Framework' will assist the capability development of all staff. College leaders identify a comprehensive program of observation and feedback is a major consideration for the future of the college. Teaching staff members express that they would value and embrace feedback in order to enhance their own professional capabilities and further strengthen their ability to implement the college's priorities. Teachers identify collegial sharing as common practice across the college, and articulate that the college's digital platform facilitates efficient sharing of resources.

The college's strategic curriculum documentation is developed with a whole-school curriculum plan detailing beliefs regarding curriculum, teaching and learning established for use across the college.

The school curriculum is strongly focused on cross-curriculum skills and is organised and delivered through a combination of Worlds – Healthy, Physical and Social, and stand-alone Mathematical, Digital and Languages. All curriculum is planned using an overarching inquiry question for the year, and sub-questions for each term unit that make real-world connections for students. These connections are further enhanced by exploring the United Nations Goals for Sustainable Development. Teaching teams plan and review units of work collaboratively. Whole-college agreed moderation and Quality Assurance (QA) processes to ensure the intended curriculum is the enacted curriculum are yet to be determined. It is acknowledged that examples of good practice could be shared across all faculties and adopted as a whole-school protocol. The college executive leadership team and staff members identify that the planning and readiness to introduce and implement the Year 9 to Year 12 curriculum will require extensive consultation and is a high priority. There is an established timeline for this consultation and decision-making process.

College leaders have strategically established differentiated teaching practices across all foundation Year 7 classes so that every student is engaged and learning successfully.

Staff members recognise that students learn at different rates and may be at different learning junctures. They acknowledge some students require adjustments to their learning program, either through advanced learning or support programs. The college has developed and published an inclusion framework that outlines the legislative underpinnings, the department's Inclusive Education Policy and a range of whole-school belief statements to support the learning success of every student. Inclusion teachers and trained teacher aides support students with diverse learning needs in classes. Some teachers acknowledge the

next challenge is to progressively build every teacher's capability in planning for, delivering and assessing the range of learners in the class.

New Pedagogies for Deep Learning (NPDL) is the foundation of the college's Quality Teaching and Learning Framework.

The Leading Learning team clearly details high expectations for and of students, staff, parents and community. All stakeholders acknowledge there are high expectations for all staff, student and parent conduct, student achievement and engagement in learning. College leaders have attended professional learning focused on NPDL and the college principal maintains professional engagement with a key international researcher, Joanne McEachen¹. The college is a key member of the regional Deep Learning network, with local primary schools also involved. All students work digitally with differentiated work accessed on their iPad. Classrooms are purposeful and flexible learning environments in which students are engaged in learning at their level, including provision of challenging and motivating material for individual students when and as required. Student goal setting and feedback is an emerging practice at the college.

The cohesive college leadership team is passionate in their belief that all students can succeed when supported in their individual learning journey through a responsive curriculum, high expectations, a technology-rich environment and quality teaching.

College staff members are united in the desire to provide an environment that allows each individual to flourish. Staff members clearly articulate an understanding of their accountabilities in relation to the planning and delivery of the curriculum, classroom management and supporting the wellbeing of all students. There is a strong sense of collegiality amongst college staff. Staff members express that they are supported by college leaders for both their wellbeing and capability development within the high demand role of developing a school in its foundation year. Line management is conducted on a regular cycle by college leaders, and is differentiated by the executive leadership team to cater for the individual needs of college leaders.

College staff members have established a strong sense of community ownership in the new college.

The college actively seeks ways to enhance student learning and wellbeing through partnering with parents, community organisations, sporting groups, local businesses and other learning institutions. The leadership team is aware of the unique circumstances of the college. College staff have been proactive in developing productive partnerships with a wide range of organisations to complement the learning opportunities for students. Local community representatives express that they feel privileged to work with the college community during this exciting time and acknowledge that the college has developed many innovative practices. The college community is supportive of the leadership of the college

¹ The Learner First. (2020). Joanne McEachen. Retrieved from <https://thelearnerfirst.com/>



and describe staff members as caring and approachable. Parents speak positively of the college and the educational opportunities afforded their child in a new school environment.



2.2 Key improvement strategies

Collaboratively develop and implement collegial engagement processes to enable ongoing observation, feedback, mentoring and coaching for all teachers.

Identify champions in elements of the Quality Teaching and Learning Framework to mentor and support the capabilities of new and continuing staff members.

Develop and embed consistent agreed school-wide protocols for moderation and QA to ensure the intended curriculum is the enacted curriculum.

Develop a suite of differentiated professional learning to support the development of embedded inclusive practices to address the needs of the full range of learners.

Collaboratively develop and communicate a whole-school approach to the curriculum structure for Year 9 to Year 12.