

Rochedale South State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Rosedale South State School** from **13 to 17 February 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.

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

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Sandra Perrett	Internal reviewer, SIU (review chair)
Scott Curtis	Internal reviewer
Christine Tom	External reviewer



1.2 School context

Location:	Wendron Street, Rochedale South	
Education region:	South East Region	
Year levels:	Prep to Year 6	
Enrolment:	495	
Indigenous enrolment percentage:	6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	10 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1006	
Year principal appointed:	2009	
Significant partner schools:	Rochedale State High School – playgroup support from Vocational Education and Training (VET), visits from Agriculture program animals and staff – Under 8's, excellence days, transitions, principal cluster engagement, cross-school visits	
Significant community partnerships:	Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC), Childcare and Kindergarten (C&K) Rochedale South Community Kindergarten, playgroup, Scripture Union – chaplaincy, Church group breakfast programs – Springwood Uniting Church, Rochedale New Heart, Our Saviour Lutheran Church	
Significant school programs:	Rigorous Reading, VCOP (Vocabulary, Connectives, Openers and Punctuation) Writing, Words Their Way, Phonemic Awareness, Positive Behaviour for Learning (PBL), Program of Excellence in Performing Arts, chaplaincy, interschool sport	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Head of Curriculum (HOC), head of inclusion, two teaching and learning coaches, PBL coach, 26 teachers, four special education teachers, 12 teacher aides, Business Manager (BM), four administration officers, 34 students and 19 parents.

Community and business groups:

- Chair of school council, Parents and Citizens' Association (P&C) executive members, YMCA OSHC district manager, coordinator and an educator.

Partner schools and other educational providers:

- Principal of Rochedale State High School and director of C&K Rochedale South Community Kindergarten.

Government and departmental representatives:

- State Member for Springwood and two ARDs.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Annual Implementation Plan 2019
Investing for Success 2019	Strategic Plan 2017-2020
OneSchool	School Data Profile (Semester 1 2019)
Professional learning plan	School budget overview
Pedagogical framework 2020	School OneNote File
Curriculum planning documents	Diagnostic Assessment Overview
Whole School Curriculum Plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Report card and NAPLAN update Semester 1 2019	Headline Indicators (October 2019 release)



2. Executive summary

2.1 Key findings

School staff are driven by a belief that every student is capable of learning successfully.

To be successful learners, staff understand and articulate the importance of providing a caring and positive relationship within their classrooms and with parents. Parents comment favourably regarding the relationship they have with their child's classroom teacher. Students articulate teachers are caring and supportive of their learning and wellbeing needs.

The school has an established curriculum team, led by the Head of Curriculum (HOC), to support teachers in the development and implementation of the curriculum.

A comprehensive, coherent and explicit whole-school curriculum plan is developed outlining curriculum delivery from Prep to Year 6. The plan is further supported by term overviews for key learning areas. As part of the term plan, 'Big Writes' are scheduled regularly throughout the year and parent engagement is encouraged. Students and parents comment positively regarding the 'Big Writes'.

The leadership team has established and is driving an improvement agenda for the school.

The leadership team identifies that the range of actions outlined in the Annual Implementation Plan (AIP) improvement priority areas inform the work undertaken in the school. Teachers are able to identify some actions currently being explored in response to the improvement priorities. Members of the leadership team and teachers indicate that they would like greater levels of consistency when implementing these actions.

The leadership team expresses a commitment to enhancing morale, communication and staff wellbeing.

Staff members indicate a need to enhance the professional culture of the school. In the 2019 School Opinion Survey (SOS) staff member response regarding staff morale is 62.7 per cent which compares to 78.3 per cent for the Like Schools Group (LSG). Interviews with staff members identify a number of factors that impact this result, with teachers articulating many of these issues are of an ongoing nature.

Members of the leadership team recognise the importance of school-wide analysis of student learning and wellbeing data.

Data analysis is undertaken by the leadership team to guide the improvement priority areas and by some teachers' use of pre-test data to inform teaching. Most teachers indicate they use summative assessment information to assign student results. The leadership team identifies the importance of continuing to develop the data literacy of staff members.



The head of inclusion leads a team that supports differentiation and builds capability across the school.

In recent years, the school has moved towards more inclusive practices in relation to students with disability. The school is continuing to develop its approach to inclusion to support the diverse range of students. Students receive support in the classroom with significantly less student withdrawal occurring. Most teachers express that the allocation of human resources to support students with specific learning needs is an area that requires focus to ensure equitable, reliable and fair allocation of support resources for teachers of students with specific needs.

The school community is appreciative of the opportunities provided to students through the performing arts programs.

The music teacher, supported by a number of staff, organises a range of opportunities throughout the year. These include the school choir 'Vivo Voices', with students from Years 4 to 6 performing at eisteddfods, Fanfare, the Winter Carnival, local shopping centres, the school fete, in addition to ANZAC Day and Remembrance Day services. School musicals are held annually with students involved provided with opportunities to perform on stage in the Performing Arts Centre (the PAC).

Students are supported through a whole-school behaviour approach based on Positive Behaviour for Learning (PBL).

The PBL approach commenced in 2017 and as part of this approach a positive behaviour matrix has been developed, outlining behaviour expectations within all areas of the school. 'Cal Club' coupons are used to recognise positive student behaviour and reward students through a school shop arrangement. Students participate in celebration days and comment positively on in-class reward structures. Students express confidence in classroom staff to support them to navigate through relationship and behaviour challenges, in class and in the playground.



2.2 Key improvement strategies

Collaboratively refine the Explicit Improvement Agenda (EIA), articulating the sharp and narrow focus, and develop and implement a plan to support consistent implementation of key actions.

Collaboratively develop, implement and monitor strategies to enhance the professional culture of the school, achieve and maintain high levels of staff morale and promote wellbeing.

Develop the data literacy skills of teaching staff to analyse diagnostic, formative and summative data through regular cohort meetings to inform next steps in teaching and learning.

Collaboratively establish agreed school-wide processes for inclusion and ensure available resources are equitably allocated to support all students, including students with diverse needs.