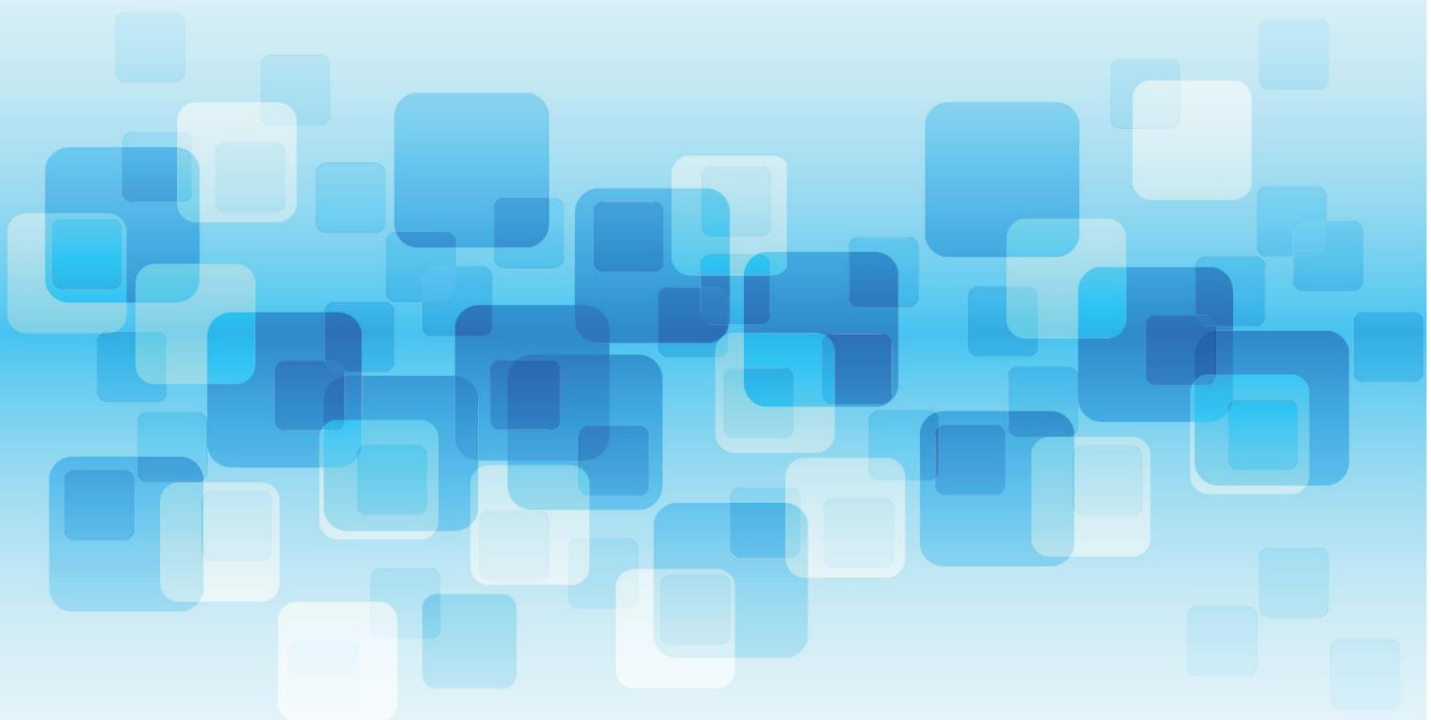




School Improvement Unit Report

Rosedale State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Rosedale State School from 31 August to 2 September 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:	James Street, Rosedale
Education region:	North Coast
The school opened in:	1896
Year levels:	Prep to Year 12
Current school enrolment:	243
Indigenous enrolments:	13.2 per cent
Students with disability enrolments:	8.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	929
Year principal appointed:	2009
Number of teachers:	21.5 Full-time equivalent
Nearby schools:	Winfield State School, Wartburg State School, Lowmead State School, Yandaran State School, Agnes Water State School
Significant community partnerships:	SuperiorPak, Cadets, GRC
Unique school programs:	Indigenous Cultural Program



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:
 - The principal, two deputy principals, two Heads of Department (HODs) and master teacher
 - 19 teachers and four teacher aides
 - Senior and junior student leaders and other students across various year levels
 - Business Services Manager (BSM) and office staff
 - School chaplain and school-based health nurse
 - Cleaners, schools officer, tuckshop convenor and bus driver
 - Parents and Citizens' Association (P&C) president, secretary and 10 parents
 - Principals of Lowmead State School, Wartburg State School and Agnes Water State School
 - School to Work link officer and community partners
 - Gladstone City Council youth development officer

1.4 Review team

Leon Proud	Internal reviewer, SIU (review chair)
Tracy Egan	Peer reviewer
Brad Francis	External reviewer



2. Executive summary

2.1 Key findings

- The school has developed an agenda for improvement in partnership with parents and the community and school leaders can describe the improvements they wish to see in student behaviours and outcomes.

A wide-ranging set of strategies have been developed for improving levels of student achievement and wellbeing in the focus areas of successful learners, great people, high standards and engaged partners. These strategies are aligned to the school's strategic plan, and state and regional improvement priorities.

- School leaders, teachers and support staff demonstrate an understanding of the importance of positive and caring relationships to successful learning.

A school-wide commitment to every student's success is evident and staff of the school tell stories of significant student improvement. The implementation of the Positive Behaviour Support (PBS) has provided a strong focus on establishing behaviour expectations and creating a disciplined environment for learning. Expectations for high academic success have been identified by school leaders and staff as an area to address.

- There is a clear expectation that teachers use data to understand their learners.

The school has a data plan which outlines the range of data sets to be collected. Systems to analyse and interpret this data to inform teacher practice are not clearly evident across the school. Teachers are familiar with aspects of data literacy and are beginning to analyse and interpret the data. Most secondary teachers have developed individual improvement plans to address the learning needs of individual students.

- Teachers are provided with opportunities to collaborate as part of the Professional Learning Community (PLC) structure.

Modelling of teaching practice is provided by members of the school leadership team to interested staff and a number of teachers have engaged with this process. Observation and feedback is also available to support staff to enhance pedagogical practices. Walkthroughs are conducted by the leadership team focusing on the consistent pedagogical practices.



- Curriculum plans consists of semester overviews, unit plans, front ended assessment practices, assessment calendars and student profiles or class spreadsheets.

The Curriculum into the Classroom (C2C) units and other programs are used to support curriculum delivery, resources and assessment from Prep to Year 10. Senior school students can choose either an Overall Position (OP) or non-OP pathway through a range of Queensland Curriculum and Assessment Authority (QCAA) subjects, Subject Area Specifications (SAS) and Vocational Education and training (VET) subjects.

The school leadership team has identified that the next key piece of work requires the development of a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across the year levels.

- The principal and the leadership team recognise that the consistent delivery of quality teaching practices is critical to improving student outcomes.

The school has adopted the Art and Science of Teaching (ASoT) and continues to develop understandings of the ten design questions. All design questions are yet to be implemented.

- Partnerships exist to enhance student learning and wellbeing and attract resources to the school.

A strong working relationship has been developed between the school Parents and Citizens' Association and the leadership of the school. This has led to very effective community support and the provision of needed resources for the school.



2.2 Key improvement strategies

- Narrow and sharpen the focus of the improvement agenda to enhance school-wide understanding of and commitment to identified priorities and targets.
- Build a strong culture of academic success, founded on high standards and expectations and a commitment to every student succeeding.
- Develop a whole-school system for the collection and analysis of student data to inform teacher practice and monitor progress towards the achievement of targets. Further develop staff capabilities to effectively implement this system.
- Formalise a whole-school coaching and feedback process to further embed consistency of expectations and practice in the pedagogical ways of working.
- Develop a school-wide, explicit, coherent and sequenced plan for curriculum delivery that clearly identifies consistent teaching and learning expectations, horizontal and vertical alignment of curriculum offerings, clear practices for monitoring learning across the year levels and the alignment of assessment and reporting procedures.
- Develop a strategic approach for the implementation of the ASoT design questions to ensure continuity and consistency throughout the school.