

Rosedale State School

Executive summary



1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Rosedale State School** from **30 October** to **1 November 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. This school is prescribed to deliver a Kindergarten program for eligible aged children and the report additionally presents an evaluation of the school's performance against the 7 areas of the [National Quality Standard](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

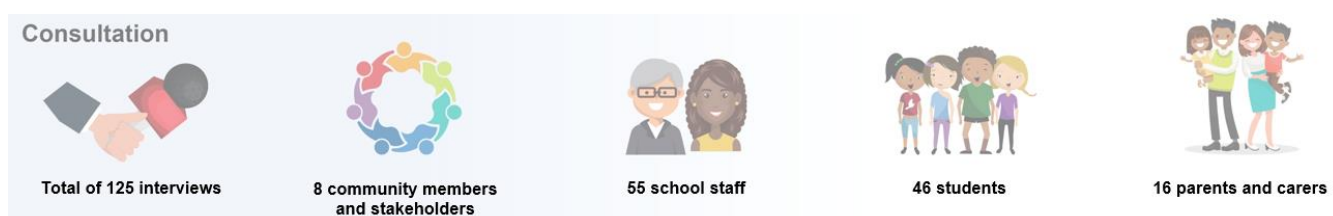
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Louise Wilkinson	Principal Reviews, SRR (review chair)
Dan Lindenmayer	Peer Reviewer
Ross Zellow	External Reviewer
Sheree Carr	Peer Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Bailai, Gurang, Gooreng Gooreng, Taribelang Bunda People.
Education region:	North Coast Region
Year levels:	Kindergarten to Year 12
Enrolment:	294
Indigenous enrolment percentage:	13.6%
Students with disability percentage:	26.5%
Index of Community Socio-Educational Advantage (ICSEA) value:	914

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **17 to 19 September 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 915 and the school enrolment was 266 with an Indigenous enrolment of 18% and a student with disability enrolment of 11%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively develop an Explicit Improvement Agenda (EIA) that is manageable and precise in its expectations relating to agreed school-wide implementation strategies, including processes for monitoring progress towards identified student achievement targets and for the Quality Assurance (QA) of its implementation in all classrooms. (Domain 1)
- Collaboratively review, refine, document and widely communicate the Responsible Behaviour Plan for Students (RBPS) and associated Positive Behaviour for Learning (PBL) strategies to clarify school-wide expectations and to develop consistency of implementation. (Domain 3)
- Collaboratively review the school's collegial engagement process and reinvigorate rigorous implementation of observation, feedback and coaching to support the building of teacher capabilities in the use of the school-wide pedagogy to deliver the curriculum, maximising student learning and outcomes. (Domain 8)
- Develop further strategies to provide opportunities for teachers to develop a deep knowledge and understanding of the Australian Curriculum (AC) and the relevant Queensland Curriculum and Assessment Authority (QCAA) and Vocational Education and Training (VET) syllabuses and Senior Assessment and Tertiary Entrance (SATE) processes. (Domain 6)

2. Executive summary

2.1 Key affirmations

Kindergarten is an integral part of the school.

The Kindergarten learning areas provide a welcoming and inclusive environment. Parents describe feeling a strong sense of belonging and are encouraged to spend time in the Kindergarten-Prep (K–P) classroom. Kindergarten children are included in school routines and events, promoting its integral nature within the broader school environment.

Students' individual learning needs and interests are recognised.

Leaders articulate a belief that all students are able to learn, improve and achieve. Teachers are encouraged to know their students well and differentiate their teaching to ensure individual learning needs and interests are recognised and supported. Multiple opportunities for older students to learn and engage in meaningful life, work and tertiary education pathways are offered. Staff demonstrate an ethic of care and want every student to realise their potential.

Committed and talented staff make a difference for all students.

The principal and members of the executive and wider leadership teams demonstrate they are invested in leading school improvement to make a difference for every student. Many teachers describe their individual efforts to enhance student engagement through meaningful personal development activities and by making the curriculum interesting and relevant. Younger students comment that their teachers care about them. Older students express similar appreciation and convey that they are expected to do their best.

Continuous professional learning and growth is supported.

Members of the teaching team exhibit a commitment to enhancing their knowledge and skills to elevate learning and wellbeing for every student. Numerous staff describe the strong collegiality within their respective Kindergarten to Year 12 (K–12) faculty areas. They recognise the personal and professional benefits this network provides, whether they are contributors, recipients or both. Particularly recognised is the sharing of resources, advice, and strategies that occurs openly and in a supportive manner.

2.2 Key improvement strategies

Domain 5: An expert teaching team

Initiate the development of an organisational structure with collaboratively developed leadership and key staff roles and responsibilities to ensure clarity and accountability for delivery of the school and system priorities.

Initiate appropriate support and professional learning to strengthen the instructional leadership of key staff to focus on continuous improvement of quality teaching and learning.

Domain 3: A culture that promotes learning

Implement formalised, consultation, collaboration and communication processes with staff to foster a supportive workplace with transparent decision-making relating to school improvement and operations.

Consolidate and strengthen staff understanding of, and commitment to, PBL, including quality assuring the enactment of agreed expectations and processes to ensure consistency to support student behaviour.

Domain 6: Systematic curriculum delivery

Scale-up curriculum planning to a full K–12 plan, starting with English, to support teachers to align teaching, assessment and reporting to the curriculum.

Domain 7: Differentiated teaching and learning

Embed a school-wide shared vision for inclusive education and the use of evidence-informed approaches, to enable staff to confidently support students from priority equity groups to participate on the same basis as other students.