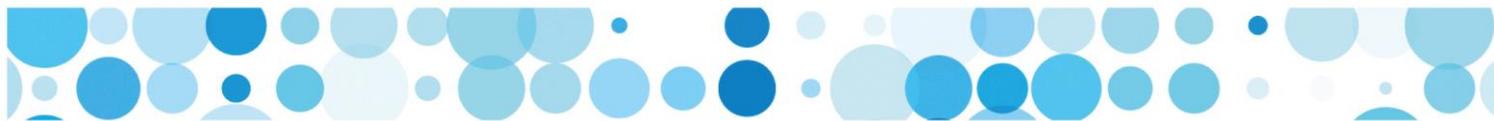


Rosedale State School P-12

Executive Summary



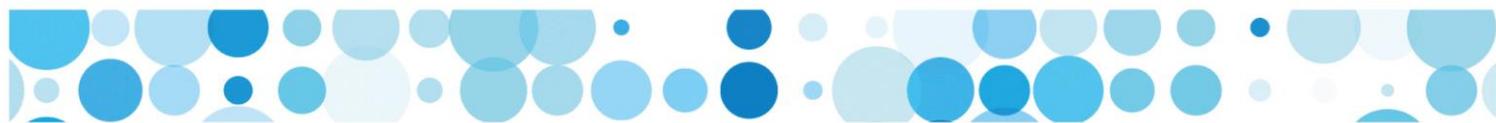


Acknowledgment of Country

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.

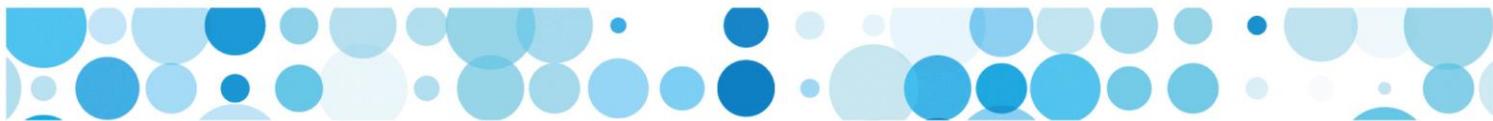
A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 State School** from **17 to 19 September 2019**.

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

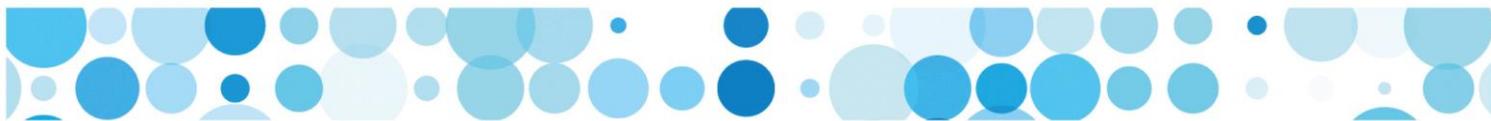
1.1 Review team

Peter Grant	Internal reviewer, SIU (review chair)
Craig Homer	Peer reviewer
Christine Tom	External reviewer



1.2 School context

Location:	James Street, Rosedale
Education region:	North Coast Region
Year opened:	1896
Year levels:	Prep to Year 12
Enrolment:	266
Indigenous enrolment percentage:	18 per cent
Students with disability enrolment percentage:	11 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	915
Year principal appointed:	2009
Day 8 staffing teacher full-time equivalent (FTE):	33.56
Significant partner schools:	Agnes Water State School, Wartburg State School, Lowmead State School, Isis District State High School, Gin Gin State High School
Significant community partnerships:	Indigenous cultural program, Discovery Coast Cluster, Bundaberg District Secondary Cluster – including Industry Reference Group (IRG), chaplaincy, cadets, CQUniversity (CQUni), UnitingCare Queensland, Great Barrier Reef Marine Park Authority (GBRMPA) Reef Guardian program, MEGT Australia, East Coast Apprenticeships
Significant school programs:	Try A Trade day, Indigenous cultural program, MultiLit, Playgroup, Kindy 2020



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Department (HOD), Head of Special Education Services (HOSES), Support Teacher Literacy and Numeracy (STLaN), guidance officer, Business Manager (BM), 18 teachers, seven teacher aides, four cleaners, Youth Support Coordinator (YSC), School-Based Youth Health Nurse (SBYHN), 54 students, three Parents and Citizens' Association (P&C) representatives and 16 parents.

Community and business groups:

- East Coast Apprenticeships representative, UnitingCare Queensland representative and MEGT Australia representative.

Partner schools and other educational providers:

- Lowmead State School principal and Agnes Water State School principal.

Government and departmental representatives:

- ARD and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional development plan 2019	Curriculum planning documents
School improvement targets	School differentiation model
School pedagogical framework	Professional development plans
School data plan	School newsletters, social media and website
School Opinion Survey	Responsible Behaviour Plan for Students
School curriculum plan	School annual report
Report card and NAPLAN update – Semester 1, 2019	School attendance monitoring report



2. Executive summary

2.1 Key findings

The school is committed to creating success for every student by providing an educational culture centred on high expectations.

The achievement of these high expectations is recognised by school leaders as being supported by a disciplined and engaging environment, positive and caring relationships, and quality educational outcomes for all students.

Students articulate that their teachers care about them.

Students comment that teachers are approachable and believe that all students are able to learn. Teachers have an expectation that parents are partners in their child's learning and the school celebrates student achievements with parents and carers. The school has an expectation that students will do their best every day and in every subject.

The school leadership team has established an Explicit Improvement Agenda (EIA) for 2019.

School leaders recognise that all work to be undertaken as indicated in the EIA is important for the ongoing improvement of student learning and outcomes. The leadership team acknowledges that it is challenging for them and for teachers to focus on all areas of the EIA. A consistent school-wide expectation and approach to implementing all aspects of the EIA and monitoring progress towards targets is yet to be developed, clearly communicated and quality assured.

The school strives to create a learning environment that is respectful, healthy, supportive and disciplined.

The school's Responsible Behaviour Plan for Students (RBPS) is underpinned by Positive Behaviour for Learning (PBL) strategies and includes expectations based around the three core values of '*Be Safe, Be Respectful, and Be Responsible*'. The PBL team and most teachers, students and parents indicate that the implementation of expected responses in relation to appropriate and inappropriate behaviours varies across the school.

Staff at the school are committed to improving student learning.

Staff members understand that the improvement of their capability to teach and support students in the classroom is essential to maximising outcomes for all students. The leadership team and most teachers indicate that there had previously been a formal process for observation and feedback that was designed to build the capability of teachers. Most teachers express satisfaction with the process and indicate that they valued the feedback received. The leadership team acknowledges the need to revisit formal observation and feedback processes to further develop teacher capability.



The school's curriculum plan clearly documents an explicit, coherent, sequenced overview for curriculum delivery to guide consistent teaching and learning expectations.

The plan is a comprehensive document that includes links to relevant systemic policy documents and school expectations and practices. The school's leadership team acknowledges the need to further develop strategies to provide opportunities for teachers to develop a deeper understanding of all aspects of the Australian Curriculum (AC) including the general capabilities.

A strong collegial culture of mutual trust and support is apparent across the school.

Staff speak of this as a strength of the school, and identify that the wellbeing of their colleagues is recognised and addressed. The leadership team and the intervention team implement programs and processes to provide personal and professional support to staff members.

The school is held in high regard by parents and the wider community.

Interactions between staff members, students, parents and families are predominantly respectful, polite and inclusive. The school actively seeks ways to partner with parents and carers, local primary schools, other educational organisations, local businesses and community organisations to enhance student learning and wellbeing.



2.2 Key improvement strategies

Collaboratively develop an 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.

Collaboratively review, refine, document and widely communicate the RBPS and associated PBL strategies to clarify school-wide expectations and to develop consistency of implementation.

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.

Develop further strategies to provide opportunities for teachers to develop a deep knowledge and understanding of the 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.