Rocklea State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Rocklea State School** from **16** to **17 July 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

Laurelle Allen   Internal reviewer, EIB (review chair)

Lesley Vogan   Internal reviewer

1.2 School context

Location:	Elmes Road, Rocklea
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	33
Indigenous enrolment percentage:	15.4 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** — 12.12 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: — 11.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	956
Year principal appointed:	2019 – acting

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, three teacher aides, Business Manager (BM), 21 students, five parents, guidance officer, cleaner and schools officer.

Community and business groups:

- Reading volunteer, Parents and Citizens' Association (P&C) president and treasurer and coordinator of Brisbane Garden and Plant Expo.

Government and departmental representatives:

- State Member for Toohey and ARD.

1.4 Supporting documentary evidence

Draft Annual Implementation Plan 2020	Partner correspondence
Investing for Success 2020	Strategic Plan 2017-2020
SWOT analysis	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School pedagogical framework	School newsletters, website and Facebook
School Opinion Survey	Student bookwork
Responsible Behaviour Plan for Students	Headline Indicators (May 2020 release)
School based curriculum, assessment and reporting framework	

2. Executive summary

2.1 Key findings

Students form the heart of focused work and professional conversations within the school.

The success of all students is a high priority for staff members. Teachers and teacher aides identify that the small school environment enhances their capacity to know the learning and wellbeing needs of every student. Parents observe that staff members have a warm and caring relationship with all students. Students describe teachers as kind, hardworking, and that they make learning fun.

Staff members express a strong sense of camaraderie and mutual respect.

The multi-age setting of the school allows teachers and teacher aides to work closely together within the classroom enabling informal observation and conversations regarding best practice. Staff members describe the school as having a congenial and caring environment. A school mantra of 'Visibility – Connectedness – Equity' describes staff response to the improvement agenda.

The principal is committed to ongoing improvement that provides sustainability and the best learning and wellbeing outcomes for students.

The principal articulates the priority agendas as broad and views them as a precursor for a future school vision. This vision is yet to be shared and unpacked with the school community. Staff members indicate that a shared vision for the school and clear steps to achieving the desired outcomes would be beneficial.

The school has identified three priority areas for 2020 as inclusion, implementation of the Australian Curriculum (AC), and community engagement.

Staff members and parents support the prioritisation of these areas. Processes to implement and track progress of priority areas, including measurable short-, mid- and long-term targets and timelines are yet to be developed.

The principal acknowledges all staff members know their students well and are able to provide supports to meet their learning and wellbeing needs.

A school-wide plan for the systematic collection of a range of student outcome data is in the planning stage. The principal expresses the belief that a consistent approach to the collection, analysis and storage of data will enable the establishment of baselines to measure student distance travelled over time, inform necessary supports or extensions for student learning, and set targets for future learning.

The principal understands the importance of developing a coherent, sequenced plan for curriculum delivery, prioritising the development of the three levels of planning.

Some teachers appreciate the depth and regularity of curriculum discussion with the guidance of the principal. Teachers express a desire for greater consistency of curriculum planning and delivery across the school and further opportunities to develop a shared understanding and agreed expectations.

The principal recognises that highly effective teaching is the key to improving learning outcomes.

Teachers at the school have developed a range of effective pedagogical practices that they use in their day-to-day teaching. Staff members articulate that understanding of and approach to agreed key pedagogies are yet to be consistent. The principal expresses an awareness of the need to develop strategies to support the implementation of expected school pedagogical practices including modelling of best practice, observation and feedback.

Staff members express a willingness for continual improvement and are highly committed to the school and the students they teach.

Staff members at the school are at various stages in their careers and many express high levels of confidence in their ability to support the learning and wellbeing needs of their students. The multi-age setting of the school allows teachers and teacher aides to work closely together within the classroom enabling informal observation and conversations regarding best practice.

Community engagement and partnership is a school priority for 2020.

Community members describe the school as an oasis amidst an industrial, metropolitan area. The Annual Implementation Plan (AIP) provides actions to increase the visibility of the school in the local area and raise community perception. Staff members speak positively regarding reinvigorated and emerging partnerships that are increasing the school's profile in the community and offering new opportunities. The new Parents and Citizens' Association (P&C) executive supports the school's desire to increase visibility in the community. Members express enthusiasm toward developing the grounds further to support student learning.

2.2 Key improvement strategies

Collaboratively develop, communicate and implement a shared vision for school improvement.

Develop, communicate, implement and monitor a narrow and sharp Explicit Improvement Agenda (EIA) including measurable short-, mid- and long-term targets and timelines to support the school vision.

Develop a school-wide plan for the systematic collection, analysis and storage of student outcome and wellbeing data.

Provide regular opportunities for teachers to participate in facilitated curriculum discussion to build a shared understanding and consistent implementation of the AC.

Develop school strategies to support the implementation and embedding of expected pedagogical practices across the school including modelling of best practice, observation and feedback.