Rocklea 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 **Rocklea State School** from **9** to **10 March 2023**.

The report presents an evaluation of the school's performance against the nine domains of the *National School Improvement Tool*. The report also provides improvement strategies for the school to implement in consultation with its school community and regional office. Key improvement strategies are identified that prioritise future directions for improvement. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR website.

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 two weeks of the school receiving the report.
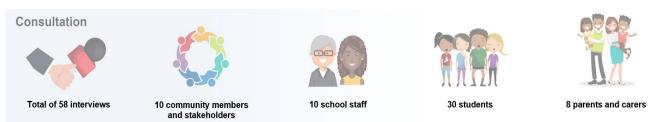
The principal will meet with their Lead Principal to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Darren Sengstock   Internal reviewer SRR (review chair)

Scott Medford   Internal reviewer

1.3 Contributing stakeholders

Consultation

| Total of 58 interviews | 10 community members and stakeholders | 10 school staff | 30 students | 8 parents and carers |

1.4 School context

Indigenous land name:	We acknowledge the shared lands of the Jagera and the Turrbal people.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	34 students
Indigenous enrolment percentage:	23.5%
Students with disability percentage:	31.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	918

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **16** to **17 July 2020**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2020 review was identified as 956 and the school enrolment was 33 with an Indigenous enrolment of 15.4% and a student with disability enrolment of 11.5%.

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

- 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 Australian Curriculum (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.

2. Executive summary

2.1 Key affirmations

Staff members display a strong collegial culture of trust and a belief that they make a difference in every student's life.

Staff place a high priority on knowing all their students and seeking out strategies to support them socially and academically. Students express they feel cared for and understood by all teachers. Many students communicate they like coming to school and speak with enthusiasm about having friends.

There is optimism regarding the new leadership approach at the school.

Parents speak positively of the engagement and visibility of the principal. Staff communicate a clear direction and vision established by the principal. Parents articulate the principal has set a clear improvement agenda and has created an environment of trust, positivity and professional relationships with staff, students and community.

Resources are targeted to school priority areas and to support student needs.

Teacher aides support the learning needs of students at the well-attended homework club. This program has been reformed recently with teacher aides providing age-appropriate teaching support, with a themed nutrition program to support wellbeing. Students speak favourably of homework club.

Staff, families and community members share a commitment to creating a great school for all students.

Stakeholders speak passionately about the school and many communicate an aspiration to lift its profile of the in the wider community. A playgroup meets once a week on the school's grounds. It is led by a parent and the school supports it with a teacher aide, facilities and equipment. Parents describe positively the opportunities this provides for children to learn and play outside, and for parents to make connections and support one another.

2.2 Key improvement strategies

Domain 2: Analysis and discussion of data

Further develop data literacy of all teaching staff to make informed decisions on planning for students' needs and learning progression.

Domain 7: Differentiated teaching and learning

Develop collaborative curriculum planning sessions with specialised staff to support the alignment between whole-class teaching and personalised student plans to support student access to, and progress through, the curriculum.

Domain 1: Explicit improvement agenda

Develop short, medium, and long-term timelines aligned to the EIA targets to monitor progress and measure the impact of the improvement actions.

Domain 3: A culture that promotes learning

Systematically enact the revitalised Positive Behaviour for Learning (PBL) process and practices to establish consistency of high expectations for student engagement across all learning environments.

Domain 8: Effective pedagogical practices

Identify effective pedagogies and high-impact strategies considerate of the curriculum and the learner to inform pedagogical decision-making that responds to the diverse learning needs of each student.