School Improvement Unit
Report

Rosewood State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Rosewood State School from 12 to 14 August 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>School Street, Rosewood</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan</td>
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<tr>
<td>The school opened in:</td>
<td>1875</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>283</td>
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<td>Indigenous enrolments:</td>
<td>19 per cent</td>
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<td>Students with disability enrolments:</td>
<td>6 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>955</td>
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<tr>
<td>Year principal appointed:</td>
<td>2007</td>
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<tr>
<td>Number of teachers:</td>
<td>11 Full-time equivalent</td>
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<tr>
<td>Nearby schools:</td>
<td>Walloon State School, Rosewood State High School, Grandchester State School, Haigslea State School, Marburg State School, Ashwell State School, Mt Marrow State School</td>
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<td>Significant community partnerships:</td>
<td>Bendigo Bank, local chaplaincy committee, local churches, early childhood network, Nirawan Playgroup, Independent Grocers of Australia, Amarc Sports, ARC, Shoosh Kidz, Indigenous Showcase</td>
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<tr>
<td>Unique school programs:</td>
<td>Breakfast Club, Fitness Club, Dance Troupe, RIOT (Reading Assessment/Monitoring)</td>
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program), Positive Agile Learners (PALS), Yarning Circle, High Ropes, camping 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:
  - School Principal
  - Class teachers and specialists
  - Teacher aides
  - 17 parents
  - Students
  - Administration Officer
  - Parent and Citizens’ Association (P&C) president
  - Speech Language Pathologist
  - Cluster Principals

1.4 Review team

Lyal Giles  Internal Reviewer, SIU (review chair)
Jacqueline Fiedler  Peer Reviewer
Brad Francis  External Reviewer
2. Executive summary

2.1 Key findings

- Students are provided with a supportive and caring learning environment.

Student support and well-being is a significant aspect of the school and a range of staff provide opportunities for students to experience and engage in different activities. A breakfast club, garden club, chess club, choir and boxing as well as a high and low ropes course are offered to Year 5 and Year 6 students. These programs are strongly supported by a broad range of school staff.

- The school is implementing School Wide Positive Behaviour Support (SWPBS) and are in the process of improving the standards and the practice of behaviour within the school.

Expectations for appropriate classroom behaviours are displayed prominently in most rooms. The key school rules, *Be Responsible, Be Respectful, and Bring your best* are prominently located across the school. The school has clear standards for expected behaviours for the way students need to *Act, Talk and Move* (ATM’s). A school-wide positive approach towards learning behaviours has been adopted. The Positive Agile Learners (PAL) program is used to develop a consistent language to talk about learning. Teachers identified that this is a positive strategy used within classrooms.

- The school has implemented strategies to improve attendance rates from previous years.

Student attendance is viewed by a broad range of staff as critical for successful learning. This has been a school priority for some years and success has been noted from previous years. Staff identified that this continues to be an area of need for further improvement.

- It is evident that there is a high level of commitment and enthusiasm from all staff to improve student learning outcomes.

Teachers demonstrate professional commitment by engaging with the Head of Curriculum and reading coach before or after school or in their non-contact time to discuss planning, reading data and teaching strategies.

- There is a strong sense of collegial support among the staff at the school.

Teachers are open to discussion and feedback from colleagues, however a culture of sharing of practices and visiting classrooms is not embedded school-wide. The leadership team are involved in conducting walk-throughs within the school and providing some formal feedback. In situations where the leadership team have modelled strategies to classroom teachers this has been viewed as highly valuable and supportive.
• Reading is a major school focus within the school and is highly valued.

Reading has been a priority of the school for a number of years and most teachers are able to explain the expectations of how to teach reading. The school has a documented reading program which teachers use as a reference to teach reading. The school has a plan for the collection of reading data each term which is implemented by the Support Teacher Literacy and Numeracy (STLaN)/reading coach and trained teacher-aides. This data is analysed jointly by the STLaN and the classroom teacher.
2.2 Key improvement strategies

- Revisit the school improvement agenda to ensure a sharp and deep focus with the aim of fully embedding systems and processes, linked to clear timelines and targets to closely monitor and evaluate school improvement.

- Continue to review SWPBS processes within the school to develop clear consistent procedures and language to ensure high expectations and engagement across the school are standardised.

- Collaboratively develop a whole school coaching and feedback process that involves the school leadership team to develop consistency of expectations and practice in the pedagogical ways of working. Provide professional development to staff to embed and clarify the preferred teaching practices.

- Collaboratively review the school attendance strategy and implement a process that has a direct impact on classroom practice. Establish effective processes to monitor absences and ensure parents are aware of the expectations for student attendance.

- Refine and examine the full range of data, including A – E achievement data and engage in effective moderation processes to ensure consistency of student achievement levels.