

# Rosewood State School

## Executive Summary





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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 **Rosewood State School** from **23 to 26 April 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 Lead Principal 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

John Bosward	Internal reviewer, SIU (review chair)
Joanne Sinclair-Jones	Peer reviewer
Paul Herschell	External reviewer



## 1.2 School context

<b>Location:</b>	School Street, Rosewood
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1875
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	312
<b>Indigenous enrolment percentage:</b>	16.5 per cent – Semester 2, 2018
<b>Students with disability enrolment percentage:</b>	6.7 per cent – Semester 2, 2018
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	938
<b>Year principal appointed:</b>	Term 1, 2019
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	23
<b>Significant partner schools:</b>	Walloon State School, Mount Marrow State School, Marburg State School, Rosewood State High School, Grandchester State School, Haigslea State School
<b>Significant community partnerships:</b>	Schulze's Butchery, Local Community Assist, Early Learning Network, University of Southern Queensland (USQ), Rosewood and District Kindergarten
<b>Significant school programs:</b>	Reading is Our Thing (RIOT), Levelled Literacy Intervention (LLI), Positive Behaviour for Learning (PBL), Community Playgroup, Berry Street Model, Communities of Practice (CoP) Early Years Network



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), reading coach, Head of Special Education Services (HOSES), 14 teachers, two special education teachers, seven teacher aides, Business Manager (BM), 25 students, 50 parents, Speech Language Pathologist (SLP) and two cleaners.

Community and business groups:

- Local Rosewood business representative from Schulze's Butchers, Parents and Citizens' Association (P&C) president and tuckshop convenor.

Partner schools and other educational providers:

- Director Rosewood and District Community Kindergarten, principals of Rosewood State High School, Walloon State School, Mount Marrow State School, Haigslea State School and Marburg State School.

Government and departmental representatives:

- State Member for Ipswich West and Lead Principal.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Guide to Report Writing
Investing for Success 2019	Strategic Plan 2016-2019
Subject Area and PBL Placemats	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	NAPLAN preparation plan
School pedagogical practice framework	Staff Induction program
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Student Reports	Class data Profiles
Student Assessment Portfolios	Indigenous Student Data Profiles
Headline Indicators (October 2018 release)	2019 early Education data Profile – Rosewood State School
Student Assessment Portfolio Expectations Document	



## 2. Executive summary

### 2.1 Key findings

**The school community led by the principal is highly committed to improving academic outcomes and supporting the holistic wellbeing of all students.**

This is reflected in the strong commitment of staff members, parents and the community to student learning and to supporting the school's improvement agenda. High expectations for all students in learning, behaviour, attendance and wellbeing are apparent across the school community. The strong and optimistic commitment by all staff members to the school improvement strategy is accompanied by a clear belief that further improvement is possible.

**Students and staff members promote and maintain an environment that is committed to learning.**

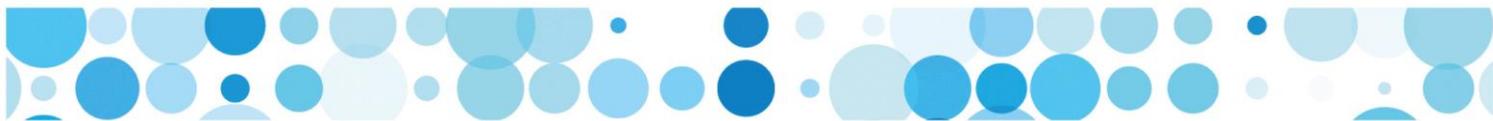
Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning, and work to build mutually respectful relationships across the school community. There is a belief that all students are able to learn when provided with appropriate time and support. The School Opinion Survey (SOS) indicates 100.0 per cent parent agreement that this is a good school and their child makes good progress. Students interviewed express the belief that their teachers encourage them to do their best, that the school provides opportunities to do interesting things and encourages their participation.

**The school leadership team values the development of teaching and support staff members into an expert teaching team.**

In the past the school has undertaken to collaboratively establish a whole-school observation and feedback process to facilitate consistency of expectations and practice in the pedagogical ways of working, through the establishment of a collegial engagement framework. Most teachers articulate that they would value the opportunity to receive feedback regarding their teaching and curriculum delivery. A systematic process of observation and feedback guided by this framework that focuses on the school's curriculum and pedagogical priorities is yet to be implemented across the school.

**The principal is strategic in utilising the skills and talents of school staff members to support the Explicit Improvement Agenda (EIA) and drive school improvement.**

The school has previously implemented Professional Learning Communities (PLC). These groups played a significant role in building the professional and collegial ethos of the school. Teachers indicate that whilst the PLCs no longer operate at the school they would value further opportunities to build on each other's skills and expertise in order to enhance the culture of collaboration and teamwork already apparent at the school.



**School leaders spend time working with teachers, and staff members indicate they value the support provided by the leadership team.**

The Head of Curriculum (HOC) undertakes instructional walkthroughs once per term and provides feedback to teachers on selected aspects of their teaching. Teachers indicate they would value further feedback from the leadership team on the extent to which their pedagogical practices are aligned to the school's teaching and learning priorities.

**School leaders and staff members are committed to the success of all students.**

The principal, leadership team, guidance officer and specialists meet and discuss support services for individual students. Requests from parents for additional support for their child are investigated and actioned as they arise. A formal identification and referral process to support students requiring additional support or high achieving students is yet to be developed and implemented.

**The school actively seeks ways to enhance student learning through fostering productive community relationships.**

Established partnerships with parents and families, other education and training institutions, local businesses and community organisations provide support and access to resources and services that enhance learning opportunities for students. The local community demonstrates pride in the school and embraces the school's history and traditions.

**The school views parents and families as integral members of the community and partners in student learning.**

The school provides a range of effective communication channels and parents express the belief that they are well informed. A positive feel within the school is apparent. Conversations with parents indicate that they feel welcome in the school and staff members listen to and address any concerns in a timely and effective manner. Teachers support each other and feel a sense of trust amongst their colleagues. Staff members express a strong sense of belonging and high morale is apparent across the school.



## 2.2 Key improvement strategies

Review the school's collegial engagement agreement for observation and feedback to support pedagogical and curriculum consistency across the school.

Provide opportunities for teachers to share knowledge and practice to build understanding of the school's teaching and learning priorities.

Implement a school process where regular and timely feedback is used to acknowledge success and support staff to evaluate the effectiveness of their teaching practices.

Refine and embed school processes for identification and referral for students requiring additional support or extension.