

Rosewood 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 **Rosewood State School** from **26 to 28 April 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. 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.

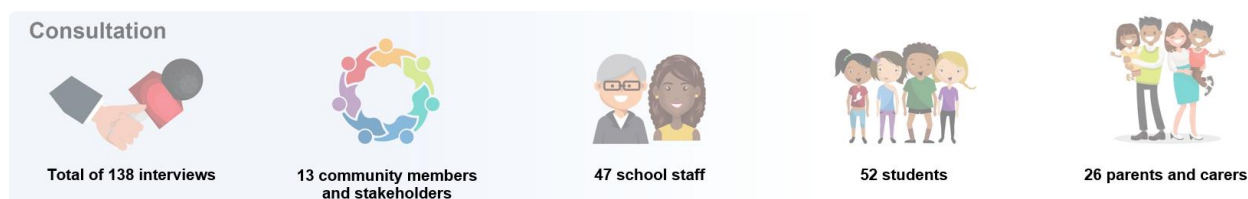
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Kim Kelly	Internal Reviewer, SRR (review chair)
Paul Thorpe	Peer Reviewer
Laurelle Allen	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Yuggera We acknowledge the Yuggera, Jagera and Ugurapul people at Rosewood State School.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	311
Indigenous enrolment percentage:	14.9%
Students with disability percentage:	19.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	961

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **23 to 26 April 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 938 and the school enrolment was 312 with an Indigenous enrolment of 16.5% and a student with disability enrolment of 6.7%.

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

- Review the school's collegial engagement agreement for observation and feedback to support pedagogical and curriculum consistency across the school. (Domain 5)
- Provide opportunities for teachers to share knowledge and practice to build understanding of the school's teaching and learning priorities. (Domain 5)
- 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. (Domain 8)
- Refine and embed school processes for identification and referral for students requiring additional support or extension. (Domain 7)

2. Executive summary

2.1 Key affirmations

A strong focus is placed on continual improvement.

Leaders are a cohesive team with a shared purpose and clarity of strategies and expectations for implementing the school's improvement agenda. Staff appreciate that the leadership team is explicit and consistent in their messaging and provide support for staff to enact improvement strategies. Staff describe clear knowledge of the Explicit Improvement Agenda (EIA) priorities and express that the current agenda, associated strategies and support from leaders has a positive impact on their classroom practice and student outcomes. Leaders adopt a systematic approach to building staff capability in driving improvement in areas of school priority. Leaders and staff strategically share the EIA with parents and the broader community using social media platforms.

Collegiality and collaboration are signature practices.

High levels of collegiality and professional sharing are a feature of the school. Leaders have intentionally created opportunities for collaborative learning that leverage expertise within the school. Teachers express a willingness to open their classrooms to leaders and colleagues. Staff share personal and collective responsibility for improving student outcomes and convey a commitment to continuously improving their teaching practice. Leaders place a strong priority on staff wellbeing. Staff members express that they are supported to openly contribute their ideas, they feel highly valued, and are motivated by a leadership team that visibly 'models the way' to drive the school's improvement agenda. Staff are future-focused in relation to their work and speak openly and positively of the collegiality and trust that exists within the broader school team.

High expectations are established for student achievement and engagement.

Leaders and teachers are united in their commitment to continuous improvement and high expectations for developing student engagement and achievement. Students discuss the school-wide expectation of 'bring your best' and explain this is so they are able to achieve their goals and be successful. Staff describe a sense of purpose in their work and feel they are making a difference. Teachers speak appreciatively of the explicit communication of expectations and high levels of engagement by leaders in all aspects of teaching and learning. Staff are authentic in their shared commitment to providing a safe, supportive and engaging environment for students in their care. The mantra 'Kindness is the Rosewood Way' has been adopted, which is enthusiastically promoted amongst students, staff and families. Many parents attribute improvement in their child's learning, engagement, or attendance to the pro-active, wrap-around support provided by staff.

Evidence-informed practices advise teaching and learning.

Leaders and staff recognise that highly effective teaching is the key to improving student learning. Leaders demonstrate instructional leadership skills that visibly promote and model the use of research-informed teaching practices. Staff articulate that their high level of engagement with the strategies aligned to the current EIA is consolidated by leaders' use of evidence-informed research which is relevant to the school context. Staff indicate they use evidence-informed approaches to strengthen student achievement and behaviour. Staff speak highly of the positive impact of these techniques through their consistent implementation by teachers and teacher aides across all classrooms.

2.2 Key improvement strategies

Domain 2: Analysis and discussion of data

Strengthen the data literacy of teachers to support the identification of gaps in learning, track progress over time, and determine the next steps in teaching.

Domain 6: Systematic curriculum delivery

Engage in external moderation processes, supported by knowledgeable others, to quality assure alignment of assessment tasks to the achievement standards, the use of reasonable adjustments, and consistency of A-E judgements aligned to the Australian Curriculum (AC) standards.

Domain 7: Differentiated teaching and learning

Collaboratively map the school's inclusive education progress to inform strategic planning and drive maximum engagement, achievement, and wellbeing outcomes for all learners.

Domain 8: Effective pedagogical practices

Collaboratively define a suite of high-yield, evidence-informed signature pedagogies and quality assure consistency of implementation to optimise student learning.

Domain 7: Differentiated teaching and learning

Strengthen teachers' capability to use research-informed differentiated teaching and learning to meet students' academic, engagement, and social and emotional needs, including for those who are high-achieving.