

Rochedale 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 **Rochedale State School** from **26 to 28 June 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 Assistant Regional Director (ARD) 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

Garry Lacey	Internal reviewer, SIU (review chair)
Louise Wilkinson	Peer reviewer
Mark Ionn	Peer reviewer
Pam Hall	External reviewer



1.2 School context

Location:	Rochedale Road, Rochedale
Education region:	Metropolitan Region
Year opened:	1931
Year levels:	Prep to Year 6
Enrolment:	972
Indigenous enrolment percentage:	2 per cent
Students with disability enrolment percentage:	2.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1084
Year principal appointed:	2015
Day 8 staffing teacher full-time equivalent (FTE):	53
Significant partner schools:	Rochedale South State School, Eight Mile Plains State School, Mackenzie State School
Significant community partnerships:	Springwood Suns Cricket Club, Rochedale Rays Amateur Swimming Club, Rochedale Ravens Junior Australian Rules Football Club, M.A.D. Squad – Music Acting and Dancing
Significant school programs:	Reading with Captain Readit and Rusty the Reading Dog, International Baccalaureate (IB), Performing Arts



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, four deputy principals, Head of Curriculum (HOC), Head of Diverse Learning and Enrichment (HODLE), International Baccalaureate Primary Years Program (IB-PYP) coordinator, guidance officer, 35 classroom teachers, five team teachers, Health and Physical Education (HPE) teacher, two music teachers, Chinese language teacher, French language teacher, 10 teacher aides, Business Manager (BM), three administration officers, 35 parents, student leadership group and 92 students.

Community and business groups:

- School council chair, Parents and Citizens' Association (P&C) president and school chaplain.

Partner schools and other educational providers:

- Two principals of local feeder high schools.

Government and departmental representatives:

- State Member for Mansfield and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	Adjustment plans
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
School-based curriculum, assessment and reporting framework	School assessment policy



2. Executive summary

2.1 Key findings

There is a positive culture apparent in the school that promotes global mindedness and the development of active, compassionate and lifelong learners.

The school's motto '*Always Our Best*' is well known and understood by all students, staff members and the school community. This is reflected in high expectations and aspirations for all students who are supported by dedicated members of the teaching team. Students report positive relationships with staff members and have a strong sense of belonging to their school. Classrooms are calm and busy with few behaviour problems or disruptions to learning. The school's positive behaviour model based on the 3 Golden Rules and the learner profile attributes clearly articulate and reinforce positive levels of behaviour.

The school team is committed to improving learning outcomes for all students with a clear vision established for the school.

The teaching of reading has been a focus area in recent years. Teachers are able to discuss the expected ways of engaging their students in the teaching of reading including the use of modelled, guided, shared and independent reading activities. The teaching of reading is supported by a significant investment in human resources to ensure all classes receive team teacher and teacher aide support for four, 30-minute sessions in guided reading each week. Trend data indicates these processes are supporting improvement in student learning outcomes in reading.

The leadership team places a strong emphasis on the collection of data to measure distance travelled in student learning.

School leaders recognise that rigorous conversations and reflections regarding student assessment data are a significant process in building the capacity of classroom teachers and vital in monitoring the success of the school's Explicit Improvement Agenda (EIA). They track student achievement in reading in relation to the school's EIA and targets. This is displayed as a data wall in the principal's office and used in individual conversations once a term with teachers and the principal. Another data wall in the staffroom captures student reading progress over the year. These reflect a whole-school approach to progressing student improvement in reading.

The teaching of writing is a new area for collective focus in 2019 with a writing framework drafted to guide the implementation process.

Teachers are committed to developing their repertoire of practice in the development of consistent ways for teaching writing. All teachers have commenced implementing many of the non-negotiables that include the development of writing goals, the Quick Writes strategy, development of a powerful word bank, explicit teaching of the mechanics of writing, provision of feedback to students and reference to a high quality exemplar. Many of these strategies are in the emerging phase of development with good support registered by teachers for implementing these strategies in their classrooms. The leadership team is committed to



working with classroom and specialist teachers to monitor effective implementation of commonly agreed strategies used to deliver writing experiences.

The school's leadership team and teaching staff members express a commitment to implementing curriculum units aligned to the expectations of the Australian Curriculum (AC).

During collaborative planning year level teams reference the AC by mapping the learning students will undertake against the achievement standards and content descriptions. Over time, this process has enhanced teacher and school knowledge of the AC in the development of curriculum units. In the lead up to the 2020 curriculum timeline for all elements of the AC to be delivered, the principal expects that year level teams will continue building their knowledge and understanding of the AC in learning areas yet to be implemented.

Moderation processes within the school are currently formalised for writing.

Teachers recently engaged with their year level colleagues and school leaders in a blind moderation process to further promote consistency in Level of Achievement (LOA) judgements. Moderation processes of transdisciplinary units and other aspects of curriculum are yet to be promoted for formal moderation. Some year level teams commit to seeking the advice and support of their colleagues in informal ways during year level meetings. The leadership team is committed to working with teachers to maintain rigour in moderation processes that further promote teacher judgements against the assigned assessment standards.

The leadership team recognises that consistently enacted, highly effective teaching is the key to improving student learning throughout the school.

An inquiry-focused teaching model based on aspects of Kath Murdoch's¹ work is continuing to emerge as a vehicle for engaging students with the curriculum. This locally developed model is known as OSCAR (Orientating, Searching, Connecting, Action and Redefining). Teachers are engaged in planning learning experiences for students through each of the phases of this model that is reflected in the Units of Inquiry (UOI) planner. This process commences with considering provocations and progresses through the various phases in an endeavour to actively engage students in the learning process. Teachers express commitment to implementing the OSCAR model and to working with school leaders and their colleagues to embed these processes into their repertoire of practice.

Collaborative curriculum planning is promoted across the school.

Year level teachers and their team teacher meet with the Head of Curriculum (HOC) and other school leaders to plan transdisciplinary units that deliver the intent of the International Baccalaureate Primary Years Program (IB-PYP) framework. This includes consideration of

¹ Murdoch K. (2019). Kath Murdoch - Education Consultant. Retrieved from <https://www.kathmurdoch.com.au/>



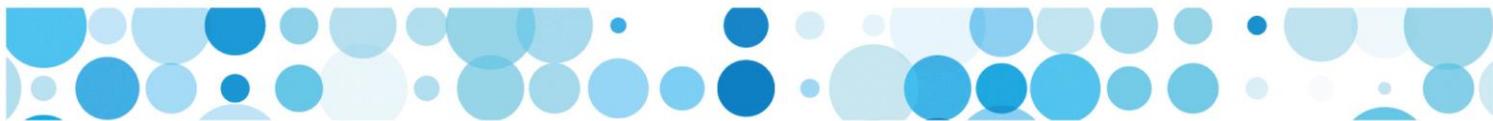
the central idea, key concepts, learner profile attributes and approaches to learning. School leaders and teachers report ongoing reference is made to the AC achievement standard and content descriptions throughout the planning process. This collaborative process focuses on maintaining the integrity of the International Baccalaureate (IB) philosophy and on delivering the rigour and intent of the AC.

All staff members are committed to the school and work together in an environment where a strong collegial culture is apparent.

Staff members speak highly of the mutual trust and respect for each other. The broader school community values the commitment and support staff members demonstrate for all students. To support the development of a strong collaborative culture the school provides opportunities for teachers to meet together in year level teams. These teams meet weekly to engage in data analysis, curriculum planning and professional sharing for next steps of learning. Members of the teaching team have a high level of confidence in the work they undertake in the school and are keen to further develop their knowledge regarding how students learn.

There is a whole-school approach developed that utilises differentiation as a strategy for ensuring every student is engaged and learning successfully.

Significant effort has been undertaken to maximise support for all students to promote inclusive practices, including the school-based development of a diverse learning and enrichment model. This model has led to two innovations that reflect an amalgamation of the school's learning support with the Special Education Program (SEP). These are the Head of Diverse Learning and Enrichment (HODLE) and team teachers. Team teachers are assigned to each year level as an additional teacher to work collaboratively with classroom teachers so all students can learn alongside their peers within the regular classroom environment.



2.2 Key improvement strategies

Provide further time and support for teachers to embed collaboratively agreed approaches relating to the EIA, particularly in relation to the teaching of writing, and monitor implementation to ensure consistency of practice across the school.

Work with teachers to continue to build their knowledge of the AC and ensure the system's expectation of the full roll out occurs by 2020.

Further develop formal moderation processes within and beyond the school to build consistency and confidence in teacher judgement across all year levels for all learning areas.

Embed processes for planning and implementing strategies relating to the school's OSCAR inquiry model to enhance implementation of the school's IB transdisciplinary units.