

Rochedale 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 **Rochedale School** from **11 to 14 September 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 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.

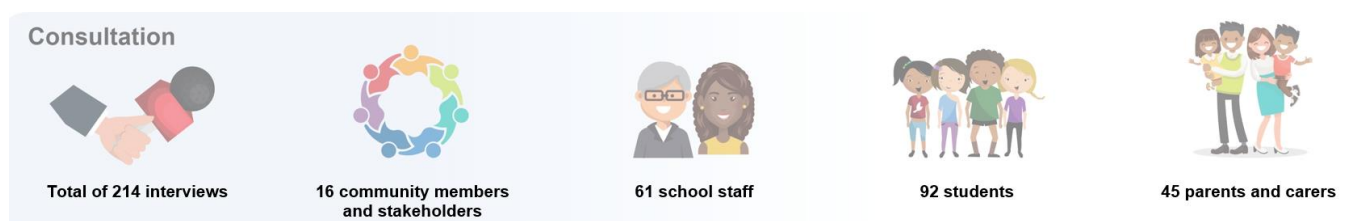
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal reviewer, SRR (review chair)
Trevor Buchanan	Internal reviewer
John Enright	External reviewer
Jo Diessel	External reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Yuggera
Education region:	Metropolitan South Region
Year levels:	Prep to Year 6
Enrolment:	1035
Indigenous enrolment percentage:	0.5%
Students with disability percentage:	7.1%
Index of Community Socio-Educational Advantage (ICSEA) value:	1114

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **26 to 28 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1084 and the school enrolment was 972 with an Indigenous enrolment of 2% and a student with disability enrolment of 2.6%.

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

- Provide further time and support for teachers to embed collaboratively agreed approaches relating to the Explicit Improvement Agenda (EIA), particularly in relation to the teaching of writing, and monitor implementation to ensure consistency of practice across the school. (Domain 1)
- Work with teachers to continue to build their knowledge of the Australian Curriculum (AC) and ensure the system's expectation of the full roll out occurs by 2020. (Domain 6)
- 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. (Domain 6)
- Embed processes for planning and implementing strategies relating to the school's Orientating, Searching, Connecting, Action and Redefining (OSCAR) inquiry model to enhance implementation of the school's International Baccalaureate (IB) transdisciplinary units. (Domain 8)

2. Executive summary

2.1 Key affirmations

Staff strive to maintain high expectations for student achievement.

Leaders discuss strategies for ensuring high-quality teaching focused on the achievement of every student through building a common understanding of inclusion and differentiation practices. The principal and leaders share their passion for ensuring that all teachers, including specialists, have a strong understanding of the AC and that they are provided with opportunities to collaboratively plan and deliver quality assured units of work. Leaders articulate a strong focus on ensuring that all teachers know the AC and their students.

Teachers and leaders prioritise inclusion, and differentiation is a feature of teaching practice.

Leaders and staff have actively worked to build a culture where student diversity is valued, individual learning differences are respected and every student is welcomed. A whole-school team approach is taken to inclusive education. Class teachers and inclusion teachers participate in collaborative models of instruction in which all students learn alongside their same-aged peers. Reasonable adjustments, tailored supports and teaching strategies are personalised to individual need and levels of readiness allow each student to realise their potential.

A strong process of collaboration is established to plan for and deliver the AC.

Staff describe their year levels as collegial and supportive team-orientated environments where they are challenged to continually focus on meeting the learning and wellbeing needs of students. A co-teaching model, with the inclusion teacher working alongside class teachers and leaders, provides targeted teaching for all students. Teachers indicate they appreciate the opportunity to collaborate with their sector colleagues. Inclusion and class teachers speak highly of the collaborative models of instruction and describe the benefits that Co-Teaching Planning (CTP) sessions bring to learning and outcomes for all students in their class and to their teaching practice.

Quantitative and qualitative data informs the next steps for teaching and learning.

Teachers and leaders discuss a strong focus on assessment practices aligned to understanding student progress towards, and achievement of, AC achievement standards. Students comment that teacher feedback on achievement and the 'Bump it up' wall provides them with important information on how they are able to improve. Teachers and leaders use data prior to, during, and after teaching to inform starting points for teaching and next steps for learning. Leaders and teachers engage with an early years network to analyse data and support the school's readiness and planning of resources to successfully transition children into schooling.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Enact change management strategies to support staff in successful and sustainable implementation of future strategic priorities.

Domain 6: Systematic curriculum delivery

Broaden opportunities for teachers to design comprehensive marking guides against a 5-point scale to improve their understanding of the differences between levels of student performance.

Domain 5: An expert teaching team

Develop school-wide processes and protocols for regular feedback cycles and sharing effective practice to enhance staff capability and ensure agreed school practices are enacted in every classroom.

Domain 7: Differentiated teaching and learning

Strengthen the capability of all staff and leaders to collaboratively design and embed differentiated practices and reasonable adjustments to ensure tailored supports are provided to meet the learning needs of high-achieving students and English as an Additional Language or Dialect (EAL/D) students.

Domain 3: A culture that promotes learning

Collaboratively develop a whole-school approach for supporting student behaviour to enable consistent enactment of school expectations, including positive acknowledgement.