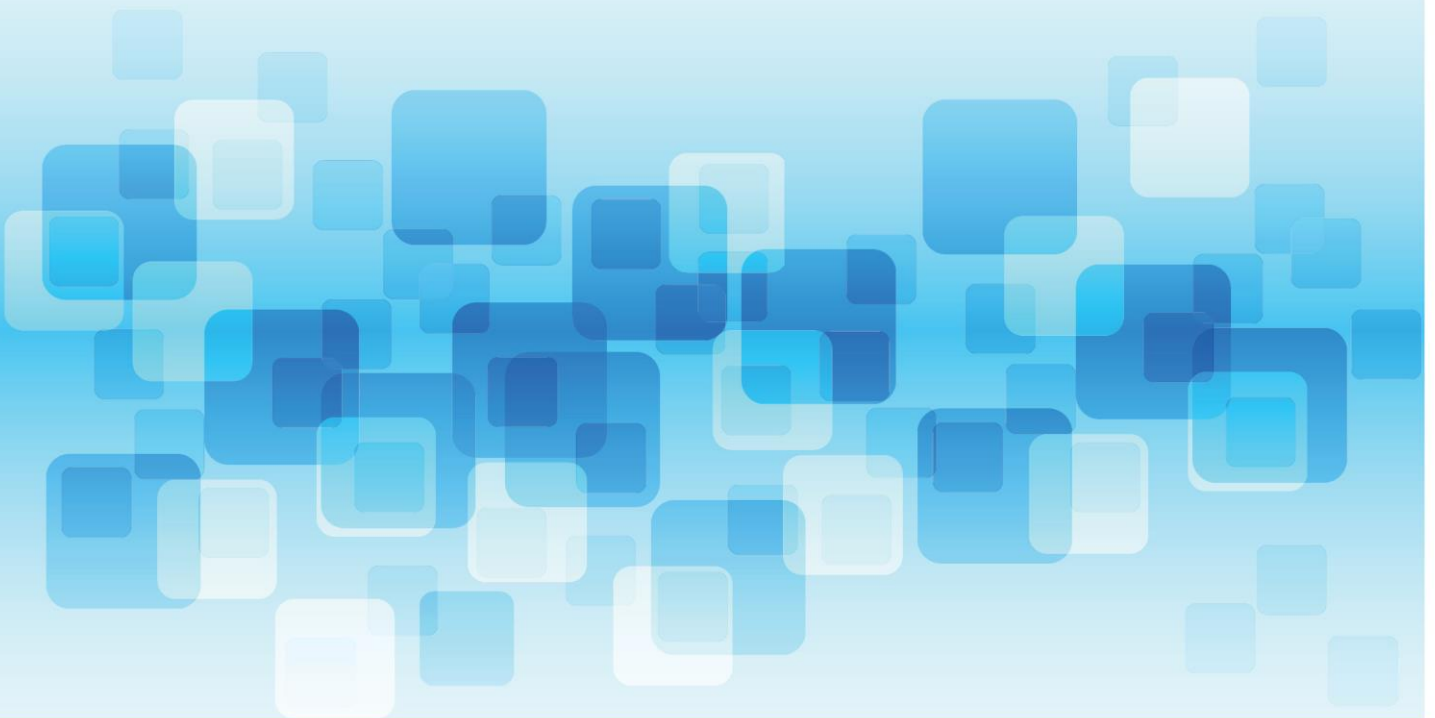




School Improvement Unit Report

Rochedale South State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Rochedale South State School from 11 to 13 July 2016. 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

Location:	Wendron Street, Rochedale South
Education region:	South East Region
The school opened in:	1979
Year levels:	Prep to Year 6
Current school enrolment:	453
Indigenous enrolments:	6.4 per cent
Students with disability enrolments:	6.1 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	987
Year principal appointed:	2009
Number of teachers:	25.9
Nearby schools:	Rochedale State School, Springwood Road State School, Springwood Central State School, Eight Mile Plains State School, Chatswood Hills State School.
Significant community partnerships:	Crèche and Kindergarten (C&K), Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC), Funtasia Playgroup, Rochdale Rovers, Slacks Creek Soccer Club.
Significant school programs:	Program of excellence in performing arts, Kids Actively Producing Outstanding Work (KAPOW), school musical



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:
 - Principal, deputy principal
 - Two master teachers, guidance officer
 - Support Teacher Literacy and Numeracy (STLaN)
 - 20 teachers, seven teacher aides
 - President and vice president of Parents and Citizens' Association (P&C)
 - Tuckshop convenor
 - Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC) coordinator
 - Creche and Kindergarten (C&K) director
 - Adopt-a-Cop
 - 25 students
 - 15 parents

1.4 Review team

Jenny Hart	Internal reviewer, SIU (review chair)
Louise Wilkinson	Internal reviewer, SIU
Susie Randel-Kneipp	Peer reviewer



2. Executive summary

2.1 Key findings

- The school leadership team articulate a shared commitment to improved student learning outcomes.

Teaching staff are active in their endeavours to ensure that all students are engaged in challenging and meaningful learning. The tone of the school is calm, positive and friendly. Respectful and caring relationships are reflected in the ways in which staff members, students and parents interact.

- The school has some overarching documents intended to give curriculum direction to teachers.

Teachers expressed a desire to have access to a whole-school curriculum plan that guides the consistent implementation of the Australian Curriculum (AC). An explicit sequenced whole-school curriculum plan is yet to be developed.

- The school is focused on the acquisition of literacy and numeracy skills.

Teachers' knowledge and understanding of AC achievement standards varies across the school. A whole-school assessment and monitoring schedule to guide teacher judgements is yet to be developed.

- A focus of improved teaching methods in literacy and numeracy is developed in the school to build teacher capability

A documented pedagogical framework which outlines core systemic principles for teaching and learning is developed. There is differing understanding of expected pedagogical practices across the school.

- The master teachers are providing coaching, observation and feedback to cohort teachers involved in their projects.

The school leadership team undertake some classroom walkthroughs. A formal observation and feedback process and culture is yet to be developed across the school.

- School leaders use school-based and systemic data relating to student performance to inform the School's Improvement Agenda (SIA).

An assessment schedule is developed for the collection of a range of student outcome data for literacy and numeracy. Teaching staff use this data to inform teaching practice. The capacity of all teachers to understand data and apply strategies for improvement is developing across the school.

- The school is held in high regard by parents and the wider community.

There is a positive and active working relationship between the Parents and Citizens' Association (P&C) and school. Parents and families are encouraged to participate in school and classroom activities.



2.2 Key improvement strategies

- Develop and align existing curriculum documents to the P-12 Assessment and Reporting Framework. Monitor the implementation to ensure consistency throughout the school.
- Develop a whole-school assessment and monitoring schedule that includes relevant summative assessment instruments to enable teaching staff to make balanced judgements against the achievement standards described by the AC.
- Collaboratively review and embed a pedagogical framework that details the signature pedagogies and the expectations of the school.
- Develop a formal coaching, modelling and feedback culture within the school, aligned to the pedagogical framework and the improvement agenda.
- Develop the data literacy skills of teaching staff to build confidence and capability of whole-school utilisation of summative assessment.