

Rosedale South State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.

Acknowledgement of Country

Rosedale South State School acknowledges the Yugara and Yugumbeh people, the traditional and custodians of the land, waterways and sky and all who inhabit this place. We acknowledge and pay our respects to the Elders who have gone before us, who stand with us today and who will carry us into the future. We acknowledge the past has been hard but the future looks bright. Understanding and respect for country can lead to reconciliation. We are grateful we can learn here, from each other – for each other. This always was and always will be Aboriginal land.

About the school

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	518
Indigenous enrolments	7.3%
Students with disability	18.7%
Index of Community Socio-Educational Advantage (ICSEA) value	1029

About the review

 3 reviewers from 10 to 13 September 2024	 180 participants	 48 school staff
 78 students	 37 parents and carers	 17 community members and stakeholders

Key improvement strategies

Domain 6: Leading systematic curriculum implementation
Further refine processes for designing summative assessment tasks, marking guides and monitoring strategies to ensure alignment of curriculum and assessment planning with system expectations.

Domain 8: Implementing effective pedagogical practices
Prioritise opportunities to enhance leaders’ and teachers’ understanding of the 3 principles of pedagogy to determine pedagogies most effective in supporting every student to learn and achieve.

Domain 3: Promoting a culture of learning
Strengthen staff understanding of complex learning needs to support students to access, participate and progress through the curriculum.

Expand the suite of school-wide processes in the teaching and learning sequence to enhance student agency, engagement and promote intellectual rigour.

Key affirmations



Staff and parents express confidence in the direction of the school and indicate their voice is heard to inform improvements.

The principal outlines that since the previous review, collaborating with the school community has led to a new school vision being created that reflects a shared purpose and preferred future. ‘*Creative, resilient, curious learners empowered to excel*’ is the vision featured on key planning documentation. Leaders communicate the Annual Implementation Plan is informed by school and student data trends and is responsive to staff, parent and student voice. Staff articulate leaders are a united and cohesive team who drive a culture of learning, collective responsibility and the enactment of school priorities.



Key stakeholders describe the school as a respectful learning community, built on a foundation of high expectations and of valuing wellbeing for all.

Staff, students and parents communicate there are high expectations for students to make excellent progress. The 2023 School Opinion Survey shows parents (94.4%), students (98.1%) and staff (100%) highly agree with statements relating to students being expected to do their best. Students and parents talk about the wide variety of co- and extra-curricular learning and interest activities available for students, including a bi-annual school musical. Students mention another feature of the school is the celebration of diversity and how different cultures are embraced. Leaders describe the collaborative development of a School Culture Plan and Communication Strategy. Staff comment they feel empowered and encouraged to use their professional autonomy to initiate inquiry, innovation and creativity in their work.



Staff speak of their deep commitment to supporting student learning progress and shared accountability for educational outcomes.

Staff communicate their motivation is to make a difference for students. Leaders remark they have significantly invested in professional learning opportunities for staff, including professional learning communities with other schools. Staff praise the professional support of leaders and their colleagues, and highlight the strong collegiality between and across staff teams. Staff express they value the Annual Performance Review process as a tool for professional growth and learning. They highlight aspiring leadership is encouraged, including support for the Highly Accomplished Teachers process and participation in an Educational Futures Institute teacher aide pilot program.



Parents and key community members highlight the ‘family feel’ and creation of ‘strong connections’ at the school.

Teachers, parents and students comment they enjoy positive and caring working relationships with each other. Educational providers, both in early years and secondary education, praise the willingness of leaders and key staff to support innovative programs that ensure successful transitions for students into and through the phases of schooling. Leaders, teachers and local Aboriginal community members promote the results already achieved in their partnership to support Aboriginal and Torres Strait Islander perspectives to be embedded across the school. The efforts of the chaplain and their team of co-opted volunteers are highly praised by staff, students, parents and members of the community.