

Roadvale State School

Executive Summary



School
Improvement
Unit



Queensland
Government



Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Roadvale State School** from **27 to 28 July 2017**.

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 consider 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

Ian Rathmell	Internal reviewer, SIU (review chair)
Tracy Egan	Internal reviewer
James Morley	Peer reviewer



1.2 School context

Location:	Roadvale Road, Roadvale
Education region:	South East Region
Year opened:	1889
Year levels:	Prep to Year 6
Enrolment:	31
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	9.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	991
Year principal appointed:	2014
Full-time equivalent staff:	3.34
Significant partner schools:	Peak Crossing State School, Kalbar State School, Aratula State School, Harrisville State School, Maroon State School
Significant community partnerships:	National Landcare Programme, Beaudesert/Boonah Returned Services League of Australia (RSL), Scenic Rim Council, State Member for Beaudesert
Significant school programs:	Healthy Land and Water, Positive Behaviour for Learning (PBL), Gross Motor Program, Positive Relationships – Better Buddies, Responsible Relationships



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), guidance officer, two teachers, two specialist teachers, four teacher aides, Parents and Citizens' Association (P&C) president, vice-president and secretary, eight parents, and 17 students.

Partner schools and other educational providers:

- Principal of Boonah State High School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 1, 2017)
OneSchool	Responsible Behaviour Plan
Professional learning plan 2017	School budget overview
Reading Framework	Curriculum planning documents
Writing Framework	Professional development plans
School pedagogical framework	School newsletters and website
Assessment Schedule	School Opinion Survey
Headline Indicators (Semester 1, 2017 release)	Numeracy plan



2. Executive summary

2.1 Key findings

The tone of the school reflects a school-wide commitment to successful learning for all students.

All students, staff members and parents articulate an obvious sense of belonging, value the place of the school in the local community, the small school culture, and acknowledge the focus is on every student succeeding. The school motto is *'Strive to Succeed'*.

Teaching practices across the school reflect the belief that all students are capable of learning successfully.

The multi-age small school setting requires an environment of frequent differentiation and individualised learning programs and teaching strategies. Teachers know where students are working at and target teaching towards students' knowledge, skills, learning difficulties, and misunderstandings. Parents appreciate the efforts teachers make to inform them of the learning that is occurring in their child's classroom.

The principal expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).

A whole-school curriculum plan is in the early stages of development. A curriculum plan that clearly outlines the school's curriculum, assessment and reporting and that incorporates all AC learning areas, general capabilities and cross-curriculum priorities is yet to be developed.

The school curriculum includes a strong focus on ensuring students are proficient in the basics.

The school utilises Curriculum into the Classroom (C2C) as a resource to deliver the AC. Some commercial curriculum resources are utilised to plan and implement curriculum. A whole-school Quality Assurance (QA) process to ensure vertical alignment of curriculum planning and the tracking of content descriptions in the AC in all learning areas is yet to be established.

The principal recognises that highly effective teaching is the key to improved student outcomes.

Staff members are committed to improving effective teaching practices that impact on student learning. The school's pedagogical framework offers teachers guidance regarding effective teaching strategies. There is limited evidence of the pedagogical framework being embedded in curriculum planning and teacher practice.



The school is implementing an Explicit Improvement Agenda (EIA) that has a priority focus on improving learning outcomes for students in reading.

Targets to measure the effectiveness of the implementation of the improvement agenda are established. These targets predominately relate to the school's performance in the National Assessment Program - Literacy and Numeracy (NAPLAN). The development of more specific school-based targets and the establishment of processes to regularly monitor progress toward these targets are yet to occur.

The principal is working towards a collegial culture to drive improvement in pedagogy.

Informal professional conversations through an emerging coaching approach currently form the basis of instructional leadership. A formalised observation, feedback and coaching model for all staff members is yet to be fully developed to support the capacity and capability building practices within the school.

A welcoming and professional environment, based on high expectations and strong community pride and values, is established and promoted by all staff members.

There is a strong collegial culture of mutual trust and support amongst staff members and students. A strong sense of collaboration and cooperation is apparent through a number of strategies created to achieve identified school goals.



2.2 Key improvement strategies

Seek regional and cluster support to develop and implement a coherent and sequenced whole-school curriculum plan.

Quality assure the enacted curriculum and associated assessment processes to ensure alignment with the content descriptions and achievement standards of the AC for all learning areas.

Provide opportunities for teachers to further engage with the school's pedagogical framework to ensure it is embedded in curriculum planning and teacher practice.

Develop and communicate specific targets to regularly monitor the implementation of the EIA to evaluate the effectiveness of identified strategies and actions.

Develop an observation and feedback culture, involving all staff members, to provide timely support and advice in regards to classroom practices in the priority areas, and in areas for individual development.