School Improvement Unit
Report

Rolleston State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Rolleston State School from 4 to 5 August, 2015. 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:	16 Warrijo Street, Rolleston
Education region:	Central Queensland
The school opened in:	1871
Year levels:	Prep to Year 6
Current school enrolment:	69
Indigenous enrolments:	1 per cent
Students with disability enrolments:	3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	965
Year principal appointed:	2011
Number of teachers:	3
Nearby schools:	Springsure State School, Orion State School, Tresswell State School, Bauhinia State School
Significant community partnerships:	Adopt-A-Cop, Health Centre, Rolleston Coal
Unique school programs:	Robotics, Garden Club, Music

1.3 Review methodology

The review was conducted by a team of two 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 two days

- interviews with staff, students, parents and community representatives, including:

  - School principal

  - Three teachers

  - Three teacher aides

  - Administrative officer

  - Seven students

  - President of the Parents and Citizen's Association (P&C) and four parents

  - Cluster principal

  - Two community partners

  - Local Member of State Parliament

1.4 Review team

- Michelle D'Netto   Internal Reviewer, SIU (review chair)

- Rosalie Welburn   Peer Reviewer

2. Executive summary

2.1 Key findings

- The school has an established culture of support and commitment.

  There is an embedded culture through the school ethos of *'care, courtesy and commitment'* that promotes positive and caring relationships between staff, students and parents. There is a belief that all students can learn and the level of engagement is high in all classrooms.

  The physical environment of the school is welcoming and enhances the learning and wellbeing of students.

- The school has a clear, explicit improvement agenda.

  The school improvement agenda has three stated priorities: reading, writing and numeracy. Specific aspects of the three areas are targeted. This agenda has been documented and articulated, however, some parents are unclear of the priorities.

  Selected strategies have been implemented to address improvement in reading, writing and numeracy.

- Student outcomes in National Assessment Program – Literacy and Numeracy (NAPLAN) are positive.

  Student performance in NAPLAN is on an upward trend and mean scale score and performance in the upper two bands is comparable to similar Queensland State Schools.

- Explicit instruction is the key pedagogy implemented throughout the school.

  Explicit teaching is evident in all classrooms. The *I do, We do, You do* sequence is used primarily for the teaching of new content. Other pedagogical strategies include indirect teaching, mastery teaching and experiential practices. Teachers are encouraged to use appropriate teaching strategies to engage all students in their learning. Processes for observation and feedback to teachers are informal.

  There is limited evidence of the use of digital pedagogies.

- There are processes in place to track student progress through the use of data.

  The school has developed a systematic data and assessment plan which includes targets and timelines. Data sources include systemic standardised collections and locally developed data sets. These are entered on the school data base.

  The school uses data to identify starting points for improvement and communicates this to parents and community. Student progress is monitored over time and parents receive student performance profiles once a term.

2.2 Key improvement strategies

- Further develop the use of digital pedagogies as a teaching tool across the curriculum.

- Establish and formalise peer coaching and mentoring with a view to sharing effective practice.

- Maintain the sharp focus on the priorities of the school improvement agenda to ensure continued improvement in student outcomes.

- Embed data collection and analyses across the school to ensure the improvement trend continues as teachers use the data to respond to student needs.