

Raceview State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Raceview State School** from **21 to 23 March 2022**.

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 implement 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.

An action plan will be developed and submitted to the EIB and region within six weeks of the school receiving the report.

For more information regarding the EIB and reviews for Queensland state schools please visit the EIB [website](#).

1.1 Review team

Bradley Clark	Internal reviewer, EIB (review chair)
Noel Baggs	Internal reviewer
Jo Diessel	External reviewer



1.2 School context

Indigenous land name:	Yuggera Ugarapul Jagera
Location:	Wilkey Street, Raceview
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	736
Indigenous enrolment percentage:	14.9 per cent
Students with disability percentage:	23.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	957
Year principal appointed:	Term 4, 2021



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Inclusion (HOI), guidance officer, two Heads of Department – Curriculum (HOD-C), three inclusion teachers, three Student Engagement Teachers (SET), Business Manager (BM), four specialist teachers, two Speech Language Pathologists (SLP), Parents and Citizens' Association (P&C) president, two office staff, 12 teacher aides, 28 teachers, 27 students and 34 parents.

Partner schools and other educational providers:

- Bremer State High School and Raceview Congregational Kindergarten.

Government and departmental representatives:

- State member for Ipswich and ARD.



2. Executive summary

2.1 Key findings

Staff are united and dedicated to improving student outcomes.

Staff members outline a sense of confidence and trust in the leadership team. Staff express appreciation for having agency in shaping the key actions within the school. A strong culture of staff collegiality amongst year level teams and a growing mutual trust exists throughout the school. Teachers discuss providing each other with professional support, sharing resources and ideas to support teaching and learning.

The school makes a significant investment in staffing to directly support students and to build the capacity of teachers.

Many staff share their gratitude for the additional support staff and the contributions they make to the school's Explicit Improvement Agenda (EIA). Staff outline the work of the Head of Department – Curriculum (HOD-C) in providing high quality curriculum support in addition to opportunities to focus year level team conversations on pedagogy, differentiation and moderation. Teachers express appreciation for the support they are provided with by inclusion teacher aides and teachers to assist students to be successful in their learning. Some staff articulate the Student Engagement Teachers (SET) and teacher aides are a valuable resource in the school. Staff express appreciation for school leaders and their visibility around the school and in classrooms. Staff detail feeling well supported with their professional growth and to deliver high quality outcomes for all learners.

The leadership team recognises the importance of having a sharp and narrow school focus to underpin the EIA.

Many staff share a belief that the school's strategic approaches are well suited to meet the diverse needs of students. A shared understanding of the key improvement priorities is emerging across the school. Staff members discuss a range of concepts they view as the current school priority, and articulate a commitment to implementing them with fidelity and consistency.

The school has a positive and welcoming environment.

Staff members discuss the importance of maintaining a focus on behaviour across the school. Staff are committed to the belief that every student is able to learn and experience success. The school's approach to behaviour consists of a blend of positive education, trauma-informed practice through the Berry Street Education Model¹ (BSEM), eight Values in Action (VIA) and Positive Behaviour for Learning (PBL). School leaders and staff describe the blended approach as new with an associated level of complexity. Staff indicate support for, and ownership of, the underpinning philosophy of the approach. Staff describe students'

¹ Berry Street Childhood Institute. (2018). Berry Street Educational Model. Retrieved from <https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>

understanding of the processes and commitment to the agreed consequences for inappropriate behaviour varies. Student leaders indicate that behaviour is improving, detailing specific areas where improvement is noted.

The school is committed to providing high quality education for all students.

Staff express the fundamental belief that all students are able to be successful regardless of where they are at in their learning journey. Supporting differentiated teaching practices is a priority that school leaders have identified as vital for the long-term success of all students to be engaged, extended and challenged in their learning. Many class teachers closely monitor individual student learning progress, identify starting points for teaching, in addition to skill gaps and misunderstandings, to make timely adjustments to teaching for the full range of students. Teachers indicate that the school is developing a preferred model for an inclusive approach to supporting students with additional needs.

Teachers articulate that many of their colleagues have high levels of expertise.

Some staff members express a desire for further opportunities to learn from each other. Formalised peer observation for Professional Development (PD) is yet to be implemented. Some teachers express a desire for feedback regarding their teaching to improve their practice. Many teachers support a collaboratively developed, collegial engagement model to access mentoring, personal coaching, quality PD and cycles of feedback. Staff express appreciation for middle leaders taking an active role in supporting and monitoring the implementation of the EIA.

Highly effective teaching is recognised as the key to improving student learning throughout the school.

Teachers identify the importance of ensuring all staff members have opportunities to share, discuss and observe effective practice with each other, in order to enhance teaching and learning knowledge. A systematic program of peer observation focusing on teachers' learning from each other and sharing experience and expertise is yet to be established. The school has embedded a range of literacy programs that are being delivered alongside the English curriculum. As a result, teachers draw on a range of approaches to the teaching of literacy. Most teachers employ guided reading strategies in ability level reading groups, with some using modelled, shared and individual reading strategies.

The school has developed a coherent, sequenced curriculum plan that makes it clear what to teach and what students are expected to learn.

School leaders acknowledge the importance of planning, moderating and enacting a high quality curriculum to scaffold students to successfully engage in the Australian Curriculum (AC). School leaders are committed to building a deep knowledge and understanding of the AC by all teachers. The whole-school curriculum, assessment and reporting plan for 2022 outlines the way curriculum is provisioned across the school and is in alignment with the identified school priorities. The school has developed whole-school, year/band level and unit plans, that are made available to staff electronically via a OneNote platform.



Teachers express appreciation for the opportunity to engage in Teacher Targeted Meetings (TTM).

Staff are particularly appreciative of agendas focusing on student behaviour and school-based prioritised curriculum agendas. Leaders articulate that TTMs are a mechanism for systematic capability development and supporting the continued driving of school priorities. The school's professional engagement schedule details the focus across each term. Teachers speak highly of the opportunities to participate in evidence-based, data-driven conversations with their line manager and HOD-C. They indicate that these data conversations inform the next instruction cycle.



2.2 Key improvement strategies

Refine the EIA with a sharp and narrow focus on building staff clarity regarding the improvement of learning and engagement outcomes for all students aligned to the AC.

Clarify and build consistent and sustained implementation of behaviour management processes and practices, and build staff capability to facilitate high standards of behaviour across the school.

Promote the instructional leadership skills of middle leaders to support and monitor the implementation of the EIA.

Collaboratively develop a shared understanding of inclusion to inform agreed whole-school inclusive practices including clarifying clear roles and responsibilities for inclusion teachers to support staff.

Deepen teachers' shared understanding of all elements of the school's pedagogical practices based on current research to provide clarity and alignment to reading expectations.