

# Raceview State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Raceview State School** from **5 to 7 September 2018**.

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

John Bosward	Internal reviewer, SIU (review chair)
Ross Kubler	Peer reviewer
Shelly Dole	External reviewer



## 1.2 School context

<b>Location:</b>	Willey Street, Raceview
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1901
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	1000
<b>Indigenous enrolment percentage:</b>	11 per cent
<b>Students with disability enrolment percentage:</b>	6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	960
<b>Year principal appointed:</b>	2018
<b>Full-time equivalent staff:</b>	64 - teaching 37 - ancillary
<b>Significant partner schools:</b>	13 Schools Project Ipswich schools – recently commenced
<b>Significant community partnerships:</b>	Centro Church - breakfast program, Early Childhood provider network
<b>Significant school programs:</b>	Walker Learning Approach - Prep



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, two Heads of Curriculum (HOC), dean of students, literacy coach, Head of Special Education Services (HOSES), English as an Additional Language or Dialect (EAL/D) teacher, two Support Teachers Literacy and Numeracy (STLaN), teacher librarian, Information Technology (IT) teacher, Business Manager (BM), Speech Language Pathologist (SLP), two administrative officers, eight teacher aides, 88 students, 40 parents, two Special Education Program (SEP) teachers and 29 teachers.

Community and business groups:

- Parents and Citizens' Association (P&C) president and vice president.

Partner schools and other educational providers:

- Kindergarten teacher Goodstart Early Learning Child Care Centre Raceview and Bremer State High School Head of Department (HOD) - literacy.

Government and departmental representatives:

- ARD.

### 1.4 Supporting documentary evidence

Investing for Success 2018	Explicit Improvement Agenda 2018
Headline Indicators (Term 1, 2018)	School Data Profile (Semester 1, 2018)
OneSchool	School budget overview
School improvement targets	Curriculum planning documents
School data plan (G drive)	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
School based curriculum, assessment and reporting framework (incomplete draft)	School pedagogical framework (incomplete draft)



## 2. Executive summary

### 2.1 Key findings

**The culture of the school supports staff members to exhibit high levels of professional energy for the work they do in the school.**

Staff express a strong sense of belonging in the school. Many teachers express the personal sense of fulfilment that being at this school brings to them. They enjoy coming to school. Students articulate that they believe that this is a good school, they feel safe and their teachers are genuinely interested in their academic achievement and wellbeing.

**All staff members are dedicated to improving learning outcomes for all students and articulate a genuine belief that all students can learn and be successful.**

The school seeks to develop the potential of all students through the pursuit of academic excellence and teaching students how to become productive 21<sup>st</sup> Century citizens. This is reflected in the strong commitment of staff members to student learning, wellbeing and to supporting the school's improvement agenda.

**School staff are committed to implementing effective teaching practices throughout the school.**

The Explicit Instruction (EI) approach is apparent in classrooms. The leadership team is currently reviewing the school's pedagogical framework to incorporate pedagogical practices that are consistent with the visible teaching visible learning pedagogical approach. The leadership team has developed a draft of the proposed framework to better reflect the preferred range of expected teaching practices in the school.

**The school's leadership team is committed to developing a culture of continuous professional improvement as central to improving student outcomes.**

Teachers engage in regular coaching cycles based on reading. Teachers are provided with written and verbal feedback regarding their approaches to teaching reading. Teachers articulate that members of the senior leadership team undertake some classroom visits and provide informal feedback. A collegial engagement framework to support formal observation-feedback processes across the school is yet to be established.

**Teachers hold a collective view that no one works alone or in isolation, and that feedback is a valuable tool in improving pedagogical practices.**

The school has a literacy coach and a Head of Curriculum (HOC) that focus on providing teachers with coaching in effective reading strategies. This is viewed as a positive and valuable experience by teachers. Feedback identifying areas for future development provides teachers with a roadmap for continual growth. There is an informal framework for some supervisory feedback, with the majority of feedback provided by the coaching team. School leaders identify the need to implement a process to provide teachers with regular and timely feedback on classroom practice.





**Each term teachers meet with curriculum leaders to discuss student reading achievement data and some strategies for improvement of student outcomes.**

The school is beginning to utilise data in making adjustments to school-wide initiatives and creating a culture of self-evaluation and reflection across the school. Conversations with staff members indicate the need to continue to strengthen processes for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

**The school leadership team gives priority to understanding and addressing the learning needs of students.**

Available resources are applied in a targeted manner to meet the learning and wellbeing needs of all students. Systematic processes to monitor the allocation of human and financial resources in priority areas to determine their impact on student outcomes are emerging.

**The Responsible Behaviour Plan for Students (RBPS) facilitates positive behaviours and responses to inappropriate behaviours.**

The RBPS uses the acronym SPORT – Self Control, Persistence, Organisation, Respect, Team Player. Classroom lessons associated with SPORT are implemented throughout the school year. The plan was endorsed by the principal, president of the Parents and Citizens' Association (P&C), and Assistant Regional Director (ARD) in November 2012. It was reviewed in 2015. A review of the entire plan and steps associated with consequences for inappropriate or unacceptable behaviour is due in 2018.

**The school appreciates and values students' varying cultural backgrounds and is working to build cultural competence across the school.**

The school builds cultural knowledge and awareness through coordination of school projects. A bush tucker garden is located in the middle of the school grounds and is enjoyed by all students at the school. A large Indigenous mural depicts the Yarning Circle and the passing down of cultural knowledge generation to generation. The mural incorporates a portrait of a local Elder who brought medical centres to the region.

**Staff members are passionate about their job.**

The school promotes and maintains an environment reflective of the expectation that all students will learn successfully. Staff members work hard to provide intentionally inviting classrooms that are attractively presented with displays of student work and artefacts to support the teaching and learning process.



## 2.2 Key improvement strategies

Collaboratively develop a clear and explicit whole-school pedagogical framework based on research.

Collaboratively develop and implement a collegial engagement framework so all staff members can be involved in regular, timetabled observations and feedback.

Implement an observation and feedback model to provide timely support and advice to members of the teaching team on classroom practice.

Strengthen processes for teams of teachers to interrogate systemic and school-based achievement data and generate strategies for continuous improvement of student outcomes.

Build on school-wide monitoring processes to measure the effectiveness of targeted resources and programs to ensure the delivery of intended school-wide outcomes.

Collaboratively review the school's RBPS to ensure its effectiveness and suitability for all stakeholders.