



School Improvement Unit Report

Rainworth State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Rainworth State School** from **4 to 6 October 2016**.

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 which prioritise future directions for improvement.

The 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 about the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Alan Whitfield	Internal reviewer
Ian Hall	External reviewer

1.2 School context

Location:	Boundary Road, Rainworth
Education region:	Metropolitan Region
Year opened:	1928
Year levels:	Prep to Year 6
Enrolment:	555
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	1.4 per cent



Index of Community Socio-Educational Advantage (ICSEA) value:	1226
Year principal appointed:	Term 3, 2016
Full-time equivalent staff:	30
Significant partner schools:	St Joseph's School, Milton State School, Bardon State School, Toowong State School, Ithaca Creek State School, St Ignatius School Toowong, The Gap State School, Hilder Road State School, Payne Road State School, Ashgrove State School, Mater Dei Catholic Primary School, Red Hill Special School, St Finbarr's School Ashgrove, Mt St Michael's College, Petrie Terrace State School, Kelvin Grove State College
Significant community partnerships:	Mt Coot-tha Cluster, Rainworth Nest - birth to 5 program, Grill'd -Rosalie, The Gap State High School, The University of Queensland (UQ) – Audiology program
Significant school programs:	Enrichment programs in mathematics and visual art at The Gap State High School, Bardon Young Writers Workshop, Gap Region Instrumental Primary Performers Schools (GRIPPS), Science Club, Biennial Science Expo, Biennial Art Show, Robotics Club, Chess and Tennis Clubs and Coaching, AusKick and Go Sports, Instrumental Music—Strings, Brass, Woodwind and Percussion, Junior and Senior Choirs, Creative Generation - State Schools on Stage, Murder under the Microscope, Maths Tournament, Rainworth Nest - Pre-prep playgroup program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, teacher librarian/curriculum coordinator, 19 classroom teachers, five specialist teachers, Support Teacher Literacy and Numeracy (STLaN), intervention teacher, two relief teachers, guidance officer, Speech Language Pathologist (SLP), Business Services Manager (BSM), four administration officers, 10 teacher aides, schools officer, two cleaners, 18 student leaders and 47 students

Community and business groups:

- School council chair and Parents and Citizens' Association (P&C) president, two school council and P&C members, tuckshop convenor and 22 parents

Partner schools and other educational providers:

- The Gap State High School representative, Bardon Community Kindergarten representative

Government and departmental representatives:

- ARD

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Curriculum planning documents
Investing for Success 2016	Strategic Plan 2013-2016
Headline Indicators	School Data Profile (15.08.2016)
OneSchool	School budget overview
Professional learning plan	Curriculum, assessment and reporting framework
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey



2. Executive summary

2.1 Key findings

The school leadership team, staff members and community have established a school culture that is committed to achieving quality outcomes for all students.

This is recognised by all members of the school community and evidenced by the School Opinion Survey (SOS) and interviews conducted during the review. Staff members, parents and students indicate there is a strong sense of pride in the school. Staff members and parents believe that the school has a strong link to the local community.

The school council and school leaders are committed to improved learning outcomes for all students across the school.

The school leadership team has established and communicated a broad improvement agenda in reading comprehension, writing and numeracy problem solving. This agenda is supported by the school council, known by staff members and communicated in a number of ways to the wider-school community.

The new principal has committed to building a school-wide, professional team of teachers.

There is a level of enthusiasm and commitment from staff members to improve their skills to support students learning outcomes. This is demonstrated by the number of teachers involved in Professional Development (PD) and the use of experts to enhance pedagogical practices.

A coaching program is developed.

Teacher engagement in the implementation of this program is emerging. Many teachers express that they would like to see the coaching model embedded into school practice. A program to support and develop leadership density to enhance the ownership of the school's priorities has been explored and is yet to be implemented.

School leaders place a priority on ensuring that teachers identify and address the learning needs of every student.

There is a clear expectation of ensuring that high achieving students are engaged, challenged and extended. Teachers point to an awareness of this expectation and indicate that the provision of challenging classroom learning activities is an area for continued capability development.



Year level, curriculum planning half days are scheduled each term.

This guided planning process provides a level of consistency of practice and supports teachers in the further development of curriculum expertise. A focus on understanding the assessment task and backward mapping to determine the teaching sequence occurs during these meetings, enhancing the consistency of teaching across each year level. Processes for monitoring the enacted curriculum are developing.

2.2 Key improvement strategies

Narrow and sharpen the Explicit Improvement Agenda (EIA).

Develop the distributive leadership capability of the school leadership team and staff members.

Introduce Quality Assurance (QA) processes to ensure consistency in curriculum delivery, agreed teaching practices and behaviour processes.