

Rainworth 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 Education Improvement Branch (EIB) at **Rainworth State School** from **31 May** to **2 June 2021**.

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) discuss the review findings and improvement strategies.

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

1.1 Review team

Greg Brand	Internal reviewer, EIB (review chair)
Leah Mullane	Internal reviewer
Ken Swan	External reviewer



1.2 School context

Location:	Boundary Road, Bardon	
Education region:	Metropolitan Region	
Year levels:	Prep to Year 6	
Enrolment:	628	
Indigenous enrolment percentage:	1.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	1.2 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	15.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1224	
Year principal appointed:	2020 – acting	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, curriculum coordinator, Business Manager (BM), Support Teacher – Literacy and Numeracy (STLaN), inclusion support teacher, two administration officers, teacher librarian, guidance officer, Speech Language Pathologist (SLP), occupational therapist, 25 teachers, 11 teacher aides, grounds staff member, 93 students and 66 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, school council chair, Young Men's Christian Association (YMCA) coordinator and local Adopt-a-Cop.

Partner schools and other educational providers:

- The Gap State High School principal, Ashgrove State School principal, Childcare and Kindergarten (C&K) Rosalie Community Kindergarten and Preschool representative, Bardon Community Kindy representative and John Fleming – educational consultant.

Government and departmental representatives:

- Councillor for Paddington Ward Brisbane City Council and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2017 – 2020
Investing for Success 2021	School Data Profile (Semester 2 2020)
School budget overview 2021	Headline Indicators (October 2020 release)
OneSchool and Internal School Data	P&C Budget Proposal 2021
Professional learning plan 2021	School differentiation plan or flowchart
School improvement targets	Curriculum OneNote
School pedagogical framework	School Operating Model – 2021
School Opinion Survey 2019	Student Code of Conduct 2020 – 2023
Curriculum planning documents – learning overviews	School data plan cycle of inquiry and planning agenda
Whole school diagnostic assessment overview	School based curriculum, assessment and reporting overview and framework
School newsletters, website and Facebook page	Priority group and professional development planning



2. Executive summary

2.1 Key findings

Parents and members of the school community greatly value the school's high expectations for learning.

The school's motto '*Living reflects Learning*' encapsulates a whole school community focused on students achieving their best through a rich, diverse and engaging curriculum in a happy, safe and healthy school environment. Staff are committed to high expectations for teaching and learning, and ensuring they provide an engaging, caring and nurturing approach centred on student wellbeing. Parents articulate that the authentic care and dedication of school leaders and teachers are highly valued and recognised within the community. Staff and parents express the trait of a 'small country school feel' as a significant characteristic they wish to see preserved.

Students, staff and community members express strong connections with the school and share a sense of great pride.

The tone of the school is positive and welcoming, with staff, parents and students expressing a sense of community and belonging. The school is well regarded across all stakeholder groups for its strong sense of community. Partnerships with parents are valued and reciprocal and the positive connections that exist are viewed as integral to the students' holistic development. Parents, including some alumni, demonstrate a compelling and powerful advocacy for the school through their commendations on social media and through face-to-face interactions within the community. Parents value the culture of care that is fostered for their child and consider the school to be a safe, responsive and inclusive educational environment.

The principal is committed to whole-school improvement and emphasises a collaborative way of working.

Staff members are committed to continuous improvement and articulate the school's Explicit Improvement Agenda (EIA) as a focus on writing. They express pedagogy, wellbeing and curriculum as complementary whole-school priorities. Some staff express they would appreciate greater clarity regarding the direction of the school and appreciate that changes in leadership personnel and role changes have impacted the continuity of the school's improvement journey. Some teachers are yet to be sure regarding the measures of success aligned to the EIA and other school priority areas. School leaders acknowledge the need to clearly define expected improvements in student academic and wellbeing outcomes aligned to each priority area.

School leaders and teachers express quality curriculum development and implementation of the Australian Curriculum (AC) are vital to student improvement and success.

The school implements a range of evidence-based commercial programs for individual, small group and whole-class support including InitiaLit, MiniLit, MacqLit, Spelling Mastery,



Word Attack, Reading Tutor, Corrective Maths and Friendology. Some programs have been reviewed by the school in alignment to the AC expectations. Teachers articulate the implementation of these programs as separate to the curriculum unit work, and express challenges in managing the expected implementation of the range of programs with fidelity in addition to the AC units. School leaders and some teachers acknowledge there is a need to review the delivery of the school's signature programs for their impact on time allocations and alignment to the AC.

The school has a coherent and sequenced School Curriculum and Reporting Plan (CARP) that outlines for teachers which units are to be taught and when.

The CARP includes a clear whole-school curriculum overview, with units and assessments outlined for learning areas within each year level. Year level and band plans are developed for each year level's learning areas and provide overviews of assessments taught in each of the units, and the aligned achievement standards and content descriptors for that unit. A unit planning format for expected practices in unpacking units is available on OneNote. Teachers are provided with release time at the end of each term to work collaboratively with their teams on the unit planning for their year level. School leaders acknowledge the need for a consistent approach to unit planning, including strong alignment to the AC. Some teachers express a desire for extended and consistent planning time to allow for greater depth and rigour in unit planning.

School leaders acknowledge the development of staff into expert teachers is fundamental to improving outcomes for the full range of students.

Professional Learning Communities (PLC) are an additional and valued approach to support the capability development of teachers. PLCs provide an opportunity for teachers to share best practice, plan curriculum, undertake moderation, learn from each other, and improve teaching and learning. Some staff express the belief that these groups would benefit from greater involvement of designated school leaders ensuring better efficiencies and outcomes. School leaders acknowledge the need to ensure greater clarity, purpose and rigour in relation to the work of PLCs, and be a greater presence during designated PLC time.

Staff are committed to the development and implementation of effective teaching and learning practices.

Staff members articulate quality teaching as essential to improving student outcomes. The review of school-wide pedagogical expectations is a current focus of the pedagogy priority group. A draft document for the outline of the school's pedagogical approaches is currently in development. Feedback is provided to teachers on their pedagogical practice through the implementation of observation and feedback cycles. Teachers appreciate the feedback provided to them regarding their teaching practices. Some teachers express the need for ongoing and more frequent support in building their ability to embed the school's pedagogical expectations for teaching and learning through consistent observation and feedback cycles, modelling, coaching, and sharing of practice.



A range of experience, confidence and expertise exists amongst the teaching staff.

Staff members describe a collegial culture at the school with regular opportunities for collaboration within priority and year level teams. A strong culture of mutual trust and respect is built between staff members and school leaders, with staff members expressing a sense of respect and care for their wellbeing and professional opinions. Staff members display high levels of commitment to the care and wellbeing of students in the school. There is an appreciation from parents that positive outcomes for students result from the efforts of highly capable teaching and non-teaching staff. Parents acknowledge and appreciate the dedication and expertise of school staff members.

The Parents and Citizens' Association (P&C) supports school staff to meet the learning needs of students.

The school has a highly active P&C executive and association that provide valuable funds through fundraising activities each year. The P&C hosts a number of community events that are recognised as significant whole-of-community celebrations, including a Long Lunch and highly popular Rainbow Carnival. The P&C manages the school's tuckshop, uniform shop and tennis club. The P&C contributes significant funds to support literacy and numeracy resources, intervention programs, the bushlands play rejuvenation, additional human resources, and Information and Communication Technology (ICT) device renewal.



2.2 Key improvement strategies

Collaboratively develop a clear vision for teaching and learning to inform the school's strategic direction with specific measures for success and aspirational targets for student achievement.

Collaboratively review the delivery of the school's signature programs for their impact on time allocations and alignment to the AC.

Strengthen teacher capability in the AC, prioritising the provision of collaborative planning time, with consistent expectations for unit planning to support curriculum rigour in priority learning areas.

Clearly define and add rigour to the practices and processes that strengthen both staff expertise and expert teaching teams.

Develop clearly defined expectations for the implementation of the agreed pedagogical approaches, supported through regular modelling, coaching, observation and feedback processes.