

Rosewood State High 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 **Rosewood State High School** from **19 to 21 July 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) 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

Alan Smith	Internal reviewer, EIB (review chair)
Sean Maher	Peer reviewer
Ken Rogers	External reviewer



1.2 School context

Location:	Lanefield Road, Rosewood	
Education region:	Metropolitan Region	
Year levels:	Year 7 to Year 12	
Enrolment:	617	
Indigenous enrolment percentage:	16 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	21 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	898	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, six Heads of Department (HOD), Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), 26 teachers, four teacher aides, three administration officers, two cleaners, two schools officers, chaplain/Youth Support Coordinator (YSC), 29 students and seven parents.

Partner schools and other educational providers:

- Principal of Ashwell State School, principal of Rosewood State School and principal of Walloon State School.

Government and departmental representatives:

- State Member for Ipswich West, Principal Advisor – Positive Behaviour for Learning (PBL) and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	School Opinion Survey
Investing for Success 2021	Strategic Plan 2019-2022
School newsletters and website	School Data Profile (Semester 1 2020)
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	Student Code of Conduct
School based curriculum, assessment and reporting framework	Headline Indicators (October 2020 release)
School Online Reporting Dashboard (SORD)	



2. Executive summary

2.1 Key findings

All staff members articulate the importance of providing young people with a quality education.

Leaders are committed to providing opportunities that lead to improved learning and wellbeing outcomes for students. Established in 1980, the school's motto is '*In Pursuit of Excellence*'. The principal articulates that the school vision provides a clear direction for the day-to-day activities in the school.

School leaders and staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning.

Students articulate appreciation of their teachers who display care for them and challenge and support them to achieve improved outcomes. Parents express appreciation of the timely advice provided by teachers regarding the performance of their child.

The school espouses that 'The curriculum is purposeful, differentiated and collaboratively planned for real world learning'.

School leaders and teachers articulate the belief that although students may be at different stages of their learning and progressing at different rates, all students are able to be successful learners when provided with the appropriate balance of support and challenge. Teachers have invested significant time and effort into developing the school's curriculum programs in junior secondary.

The attainment of senior schooling outcomes has been recognised with a Regional Showcase Award for Excellence in Senior School Pathways.

The principal articulates that an exciting array of elective subjects in Years 11 and 12 provides practical experience and breadth of learning that are unmatched by other schools. At the time of the review, the school offers 10 Queensland Curriculum and Assessment Authority (QCAA) general subjects and three QCAA applied subjects. In addition, 19 Vocational Education and Training (VET) courses are provided.

Leaders identify the importance of a positive, whole-school culture focused on achievement, effort and respect, and high expectations for whole-school behaviour and learning environments.

The Positive Behaviour for Learning (PBL) strategy has been revised in the past two years and most teachers and students speak favourably regarding its potential positive impact on student behaviour. School leaders and staff recognise the importance of establishing consistent processes and timely feedback to teachers regarding interventions and consequences applied when students are referred for inappropriate behaviour.



Staff members identify the importance of trust, respect, unity, and commitment.

Staff recognise that these are vital to boost school culture, enhance staff wellbeing, and drive a strong performance agenda leading to improved outcomes for all students. Some staff express the belief that there is a need for genuine consultation and transparency of decision making. They articulate the perception that the school leadership team could strengthen its cohesiveness. They identify the belief that this is an area to be addressed.

Many staff members identify the importance of clarity and consistency in all aspects of school leadership, management and operations.

Staff identify the importance of cohesion amongst leaders at all levels. The need for a considered, systematic and effective approach to change management in the school is viewed as being crucial for driving a strong performance agenda focused on improving learning outcomes for all students.

The leadership team recognises that the use of effective teaching strategies throughout the school is crucial to student engagement and success.

The school has a documented pedagogical framework that references the Dimensions of Teaching and Learning (DoTL) and Explicit Instruction (EI). Executive leaders acknowledge the importance of implementing processes to promote the consistent use of agreed practices and their enactment in classrooms. Teachers and school leaders articulate that classroom observation and feedback practices are yet to systematically occur across the school.

Leaders are aware of the importance of building a highly capable teaching team in order to promote improvements in student outcomes.

There is a shared belief that ongoing professional learning strengthens teacher capability and the refinement of teaching practices. Staff members indicate they engage in a range of networking opportunities to support their professional learning and to gain collegial support relevant to their responsibilities.

School leaders make deliberate and strategic use of partnerships with local government agencies, businesses and community organisations and local primary and secondary schools.

Through these partnerships the school has been able to access intellectual, physical, and other resources not available within the school for the purpose of improving student outcomes. Seamless transitions to secondary school, enhanced learning experiences in agriculture, and opportunities to access tertiary studies whilst still at high school are some of the outcomes of these strategic partnerships.



2.2 Key improvement strategies

Review and revise the PBL program to collaboratively develop a common understanding of its purpose and build commitment to consistent application of agreed strategies and expectations for staff and students.

Utilise school, regional and departmental resources to address staff-identified issues and concerns regarding communication, morale, and wellbeing, and build a cohesive Leadership Group (LG) committed to the pursuit of agreed goals for school improvement.

Adopt a strategic approach to aligning all elements of the school's improvement priorities, to support clarity of purpose, precision of practice, enhanced collaboration, and improved student outcomes.

Develop and implement a systematic and sustainable approach to quality assure the consistent and effective enactment of agreed pedagogical practices across the school, including formal observation and feedback for all teachers by school leaders.