

Rochedale 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 School Improvement Unit (SIU) at **Rochedale State High School** from **7 to 10 May 2019**.

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.

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

1.1 Review team

Paul Pengelly	Internal reviewer, SIU (review chair)
Shona McInlay	Peer reviewer
Noel Rawlins	Peer reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	Priestdale Road, Rochedale
Education region:	Metropolitan Region
Year opened:	1983
Year levels:	Year 7 to Year 12
Enrolment:	1427
Indigenous enrolment percentage:	5 per cent
Students with disability enrolment percentage:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1005
Year principal appointed:	August 2015
Day 8 staffing teacher full-time equivalent (FTE):	101
Significant partner schools:	<ul style="list-style-type: none"> • Karawatha cluster: Rochedale, Rochedale South, Eight Mile Plains, Springwood Road, Chatswood, Macgregor, Mansfield, Springwood Central, Warrigal Road, Kimberley Park and Kuraby State Schools – Under 8's Day, moderation, Rochedale Academy of Sport (RAS), eLearning Professional Development (PD), Year 6 Transition Program for students with disability • RAS: Benowa State High School, Holland Park State High School, Citipointe Christian College, Redbank Plains State High School, Redlands College, Cleveland State High School • Mathematics Heads of Department (HOD) cluster: Mansfield, Cavendish Road, Mount Gravatt, Kenmore, Stretton and Sunnybank State High Schools • Science cluster: Springwood, Alexandra Hills, Holland Park, Runcorn, Mount Gravatt, Coorparoo and Mansfield State High Schools
Significant community partnerships:	<ul style="list-style-type: none"> • RAS – Southern Storm touch football club, Griffith University volleyball club • Arts and Performance Excellence (APEX) – Backbone theatre, RAW Dance Company, Shake and Stir, JMC Academy • Science, Technology, Engineering and Mathematics (STEM) – Griffith University



	<ul style="list-style-type: none"> • Agriculture – Bob Clarke Native Bees, Jacob Stevenson Stud, Southdowns, Queensland University of Technology (QUT) Agriculture, Calvary Livestock challenge • Achievement and Development Centre – Autism Queensland, Gold Coast Employment Support Service (GCESS) EPIC Assist, Business Success Group (BSG) • Chaplaincy – New Heart Baptist Church, PAISE team • Hospitality – Springwood Glen Hotel, Elements Retirement Living, Bethany Christian Care • School alumni – student mentors for the Agricultural show team, volleyball coaches, sound and lighting for school ceremonies, musical choreographers, cheer squad mentors, technical support • Technology – Formula Student Program • Chinese – QUT Confucius Institute
<p>Significant school programs:</p>	<p>Signature Programs:</p> <ul style="list-style-type: none"> • RAS Touch and Volleyball; APEX, STEM – Excellence programs in Year 7 and 8, F1 in schools, Subs in School • Bring Your Own Device (BYOD) with the Jacaranda learning platform • Human Powered Vehicle (HPV) • Write That Essay • ASDAN (Awards Scheme Development and Accreditation Network) delivered by Achievement Development Centre • WRAP (Wellbeing, Resilience, Accomplishments and Pathways) pastoral care program, supplemented by Radiance, Strength, Thin Blue Line, Girls United, Love Bites, LEAD, Year 12 Welfare Week programs • Red and Blue transition pathways program • Duke of Edinburgh Awards • Vocational Education – Certificate III Business, Certificate III Fitness, Certificate II Rural Operations, Certificate II Hospitality, Certificate II Health, Certificate II Sampling & Measurement, Certificate II Logistics & Warehousing, Certificate II Media, Certificate II Engineering Pathways, Certificate II Manufacturing Technology; • Futures Framework – community and business partnership forum • Agricultural show team • Corrective reading



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputies, 14 Heads of Department (HOD), two Business Managers (BM), Head of Special Education Services (HOSE), six year level coordinators, 54 teachers, five teacher aides, two guidance officers, four Achievement and Development Centre (ADC) teacher aides, two school officers, two cleaners, canteen convenor, uniform shop convenor, three administration officers, two Industry Links Officers (ILO) and three Industry Links Coordinators (ILC), Information and Communication Technology (ICT) technician, two science operations officers, Indigenous Support Officer, chaplain, 85 students and 28 parents.

Community and business groups:

- Two Parents and Citizens' Association (P&C) representatives and local chaplaincy committee representative.

Partner schools and other educational providers:

- Three primary feeder school principals and university representative.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Professional Development Plan 2019
Investing for Success 2019	Strategic Plan 2016-2019
Curriculum Planning documents	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan
School pedagogical framework	DISA Report August 2015
School data plan	Social Emotional Well Being Survey 2019
School Opinion Survey	Responsible Behaviour Plan for Students
Curriculum Plan 2019	Quadrennial School Review 2016 – 2019
School newsletters and website	Headline Indicators (Semester 2, 2018)



2. Executive summary

2.1 Key findings

A high priority is given by the principal and staff to building and maintaining positive and caring relationships between staff, students and parents.

The school's vision, '*Performers for every stage expressing talents in every field*' underpins the teaching, learning and assessment of the school. Throughout the school there is a calm, disciplined and purposeful tone. The school gardens and grounds are a showcase feature, providing an attractive, tidy and stimulating environment with many state of the art facilities and programs.

A strong culture of staff collegiality and mutual trust exists throughout the school.

There is a significant focus on teachers providing each other with professional support and sharing resources and ideas to support teaching and learning. Teachers express a commitment to the continuous improvement of teaching practices, and identify access to an extensive professional learning program as a platform for improving levels of student achievement and wellbeing.

Teachers are united in their commitment to developing positive relationships with students.

Teaching staff members express a view that quality teacher-student relationships are fundamental to maximising student learning outcomes. Students and parents articulate that teachers go above and beyond the call of duty to provide a caring, supportive learning environment as a foundation for quality learning.

School leaders are committed to the development and implementation of a strategic whole-school approach to improving student learning outcomes and have established a dynamic and positive learning culture.

Leaders describe a strong and united commitment to systematic curriculum delivery, effective pedagogical practice and expert teaching teams as the foundation for their current school improvement strategy. The explicit focus for improvement in 2019 is described as building a whole-school approach to literacy, and developing the expertise of teachers. Staff members are able to consistently identify the broad strategies of improving literacy and teacher efficacy as the school's improvement agenda. Understanding of further detail regarding the improvement agenda varies.

The school has a commitment to a broad range of improvement strategies within the improvement agenda.

Broad targets have been established to facilitate monitoring of initiatives and celebrate success. Some variation exists in the level of confidence, ownership and subsequent implementation of the agenda across the school. Staff identify that greater clarity would assist with the monitoring, measurement and reporting on progress. A strategic, systematic approach to Quality Assurance (QA) is emerging.



The principal, staff, students and parents express a strong sense of community, belonging, and pride in the school.

The school has a range of policies, procedures, processes and a value-driven set of expectations for staff, parents and students. The school community refers to the increasing enrolments experienced by the school and the anticipated continued enrolment growth. They describe a number of challenges that additional growth will bring, particularly regarding logistical implications and continuing to ensure a strong sense of belonging and community whilst positioning the school's culture for the impending enrolment growth.

School leaders ensure that opportunities are created for teachers to work together and to learn from each other's practices.

Teaching staff members are provided with the opportunity to work together across faculties to develop common skills and understandings. Teachers articulate that they value the new performance development processes and the opportunity to collaborate with professionals across areas of expertise. Walkthroughs, observations, coaching and mentoring are emerging practices.

The school leadership team has established and communicated expectations regarding the mandatory aspects of Art and Science of Teaching (ASOT) expected in every classroom.

Teachers identify that walkthroughs are conducted and data collected to provide staff with feedback on the implementation of target strategies of rules and routines, learning goals and success criteria. Leaders reflect that the changing roles of staff and recent curriculum focus have impacted upon the operation and progress of pedagogy leadership, and continued implementation of the pedagogical framework.

Maintaining and building on a focus of academic rigour and standards is described as vital in positioning the school to ensure quality learning outcomes for all students.

The leadership team and staff are committed to high expectations for all learners and a priority has been established for student attendance, presentation in uniform and behaviour as a pre-condition to setting high expectations for quality academic outcomes. Teachers articulate varying levels of confidence in differentiating for the full range of learners. Some students indicate that there are opportunities for them to be further challenged in their learning.

The leadership team and teachers have given priority over the past three years to developing and quality assuring curriculum to facilitate delivery of consistent teaching and learning expectations and monitoring of learning across Years 7 to 12.

Staff members have broadly engaged in the complete reconstruction of Years 7 to 10 curriculum programs to ensure alignment with the Australian Curriculum (AC) imperatives. Curriculum authenticity, alignment and coherence has been a high priority. In 2017, the school committed to a curriculum renewal agenda and built capacity within the teaching staff to create and quality assure aligned and comprehensive curriculum. Teachers report high levels of engagement, confidence and familiarity with curriculum expectations.



The school has strategically partnered with parents and families, other education institutions, universities, local businesses and community organisations to enhance student learning and wellbeing.

Long-standing partnerships have been established with a range of organisations to enhance the school's learning programs. These programs are well recognised and supported by the parent body and school community. Principals from partner primary schools report a burgeoning community confidence with the high school, particularly with the school's signature programs. The success of the school's partnerships is reflected in the increasing number of students enrolling from neighbouring primary schools into the school.



2.2 Key improvement strategies

Narrow and sharpen the focus of the improvement agenda to enhance school-wide understanding of and commitment to identified priorities and targets.

Implement clear and robust processes to monitor, measure and quality assure elements within the identified improvement agenda.

Collaboratively develop and implement a plan that positions the school to maintain the positive and dynamic school learning culture that values high expectations of student achievement and wellbeing and a sense of community during future growth.

Build instructional leadership capabilities of the leadership team to participate in structured walkthroughs, observations and QA of school priorities.

Prioritise leadership of the pedagogical framework strategic planning and QA processes to ensure ongoing momentum and value within the improvement agenda.

Plan and implement a deliberate whole-school strategy to improve the academic performance of the full range of students, particularly extending high achieving students.