

Robertson State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Robertson State School** from **15 to 19 November 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

Lesley Vogan	Internal reviewer, SIU (review chair)
Louise Wilkinson	Peer reviewer
John Wessel	External reviewer



1.2 School context

Location:	Musgrave Road, Robertson
Education region:	Metropolitan Region
Year opened:	1980
Year levels:	Prep to Year 6
Enrolment:	736
Indigenous enrolment percentage:	0.8 per cent
Students with disability enrolment percentage:	2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1132
Year principal appointed:	2007
Day 8 staffing teacher full-time equivalent (FTE):	40
Significant partner schools:	MacGregor State High School
Significant community partnerships:	Outside School Hours Care (OSHC) – Helping Hands, Aspire – gym club
Significant school programs:	Technology program, gifted program, bilingual program, music program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Curriculum (HOC), HOC – Information and Communication Technology (ICT)/Science, Technology, Engineering and Mathematics (STEM), Special Education Program (SEP) teacher, pedagogical coach, Support Teacher Literacy and Numeracy (STLaN), English as an Additional Language or Dialect (EAL/D) teacher, gifted and talented coordinator, teacher librarian, 25 teachers, 15 teacher aides, 60 students, 26 parents, school council chair, Parents and Citizens' Association (P&C) president, school Elder, marketing and communication officer and two administration officers.

Community and business groups:

- Representatives of Goodstart Early Learning Centre, Aspire Gymnastics and Helping Hands OSHC.

Partner schools and other educational providers:

- Principal MacGregor State High School.

Government and departmental representatives:

- Councillor for McGregor and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2016-2019
Headline Indicators (April 2019 release)	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2019	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
Report Card and NAPLAN Update Semester 1 2019	School based curriculum, assessment and reporting framework
School Opinion Survey	



2. Executive summary

2.1 Key findings

The school motto ‘*Achievement Through Effort*’ exemplifies the school’s high expectations for every student to learn and succeed.

Staff members, students and parents have a sense of belonging and great pride in the school and they articulate the school is accepting, friendly, inclusive and full of opportunity. Mutually respectful relationships exist between students and their teachers. Students acknowledge the best thing about their school is their teachers. Teachers report they really enjoy working with their students, of whom the vast majority have a very positive attitude towards learning. Parents are welcomed into the school and are viewed as partners in their child’s learning.

The school leadership team is explicit regarding their core objective of improving the learning and wellbeing outcomes for all students.

Staff members are committed to continually improving their teaching practices to support all students in their classroom. The school presents as a dynamic learning environment in the pursuit of high expectations and excellence. School short and long-term datasets exemplify the strong academic results of students across all sectors of the school. The school is viewed as a school of choice for families because of the continuing strong academic performance of students over time and the positive relationships developed between staff members and students.

The principal has strategically recruited a professional teaching team of highly capable practitioners.

The school team includes teachers who take an active leadership role beyond the classroom. These teachers work in collegial year level teams that have well-developed levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. A depth of knowledge and teacher expertise in gifted education have been particularly supported and developed within the school.

Staff members are united in their willingness to explore researched best practice, participate in professional learning to improve their practice, and work within school expectations.

There is a belief by many staff members that the extensive priority agendas outlined in the Annual Implementation Plan (AIP) in conjunction with curriculum and assessment requirements, school innovative programs and extracurricular activities create a large and fast-paced change agenda. Many staff members express a desire for further time to build deeper understanding of school agendas and embed them in their practice.



A comprehensive curriculum, assessment and reporting plan, based on the Australian Curriculum (AC) clarifies what teachers should teach and when.

The plan is accessible through the OneNote SharePoint site. This site additionally houses an extensive collection of other resources, research papers and school curriculum documents. The school's curriculum plan utilises Curriculum into the Classroom (C2C) as a supporting resource that teachers predominantly access for lessons and summative assessment tasks. The school has signalled its intention to move away from the C2C resources and devise a more localised school-based work program for all learning areas. Leadership team members indicate the need to align and integrate current curriculum initiatives and pedagogical expectations within their whole-school curriculum plan.

The school's Annual Performance Review (APR) process and Professional Development (PD) plan enables staff members to participate in PD personalised to their needs.

The school coaching and feedback model continues to evolve with changes of improvement agendas and key coaching staff members. Many staff members express a desire to have further feedback on their practices and participate in sharing of best practice with their peers, including opportunity to watch each other work.

Staff members speak of strong collegial, personal and professional support for each other across the school.

The majority of teachers express a desire to have greater professional collaboration and voice in the strategic directions of teaching and learning in the school. The principal and leadership team acknowledge this particular aspect of school culture is an important area for consideration and improvement.

The school offers three innovative learning configurations.

There is a Bring Your Own Device (BYOD) iPad program across Prep to Year 6, bilingual Chinese-English classes in Years 1 and 2 and moving into Year 3, and the development of multi-age extension classes in different areas of the school. These initiatives demand a high level of teacher expertise in specific pedagogical approaches.

The school has a long history of a well-developed approach to gifted education and maintains a specific role for the gifted education coordinator who leads the school's implementation processes.

This specific role mentors and supports teachers in catering for extension opportunities for students identified as high achieving students. School data is used to identify these students. Teachers are supported to develop and implement extension strategies that are both engaging and challenging.



The school offers a range of extracurricular opportunities that are highly valued by students and their families.

These contribute to the dynamic and innovative culture of the school. Activities include a comprehensive instrumental music and choir program, Science, Technology, Engineering and Mathematics (STEM) Horizons program, First Lego League – a coding and robotics program, chess club, debating teams, Kidpreneur program, interstate and local year level camps, and a sister school exchange program with Jiangsu Province in China.



2.2 Key improvement strategies

Collaboratively develop, communicate and implement a school Explicit Improvement Agenda (EIA) that considers the impact of all school initiatives on school and staff member expectations, engenders the ownership of all stakeholders, and guides the school strategic direction for the next four years.

Review the current school curriculum framework for alignment with the AC in readiness for moving into a localised whole-school curriculum plan.

Explore where school innovative practices and pedagogical expectations align and integrate within the revised whole-school curriculum plan.

Collaboratively refine the school coaching and feedback model to build differentiated strategies that enable staff members to receive regular feedback on their teaching practice and that includes opportunity to share best practice within staff meetings and classroom environments.

Collaboratively develop whole-school strategies to support and sustain the professional wellbeing of all staff members.