

Robertson State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Robertson State School** from **19 to 23 June 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years; and improvement strategies – the next steps for the improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

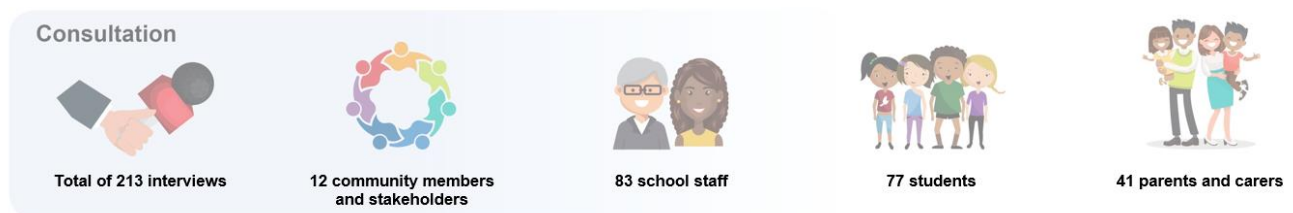
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Len Fehlhaber	Internal Reviewer, SRR (review chair)
Paul Herschell	External Reviewer
John Collins	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Juggera and Turrbul We acknowledge the shared lands of the Juggera and Turrbul nation and the Juggera and Turrbul people of the Juggera and Turrbul language region.
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	756
Indigenous enrolment percentage:	1.3%
Students with disability percentage:	8.4%
Index of Community Socio-Educational Advantage (ICSEA) value:	1131

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **15 to 19 November 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1132 and the school enrolment was 736 with an Indigenous enrolment of 0.8% and a student with disability enrolment of 2%.

The key improvement strategies recommended in the review are listed below.

- 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. (Domain 1)
- Review the current school curriculum framework for alignment with the Australian Curriculum (AC) in readiness for moving into a localised whole-school curriculum plan. (Domain 6)
- Explore where school innovative practices and pedagogical expectations align and integrate within the revised whole-school curriculum plan. (Domain 6)
- 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. (Domain 8)
- Collaboratively develop whole-school strategies to support and sustain the professional wellbeing of all staff members. (Domain 3)

2. Executive summary

2.1 Key affirmations

Parents express appreciation for the high expectations for academic engagement, behaviour, and the schools tailored bilingual and gifted programs.

The principal and leadership team are united and committed to achieving the vision of a high performing school community that is future oriented with a focus on the holistic development of every student. They describe the school as innovative and embracing of programs in bilingual education and gifted education, with embedded technology use through Science, Technology, Engineering, the Arts and Mathematics (STEAM) as well as a highly valued music excellence program. Leaders explain that students in bilingual classes demonstrate a cognitive edge and improved academic outcomes in English and mathematics.

Members of the school community are united in their commitment to help all students achieve success in a safe, respectful, attractive learning environment.

Leaders and staff strive to create a climate of purposeful, respectful teaching and learning. The school motto '*Achievement Through Effort*' and community values of responsibility, respect, excellence, integrity and community, embody the attitudes and expectations of parents, students and staff. The tone of the school is warm, friendly and community oriented.

Staff articulate high expectations for all students and share a strong understanding of their needs and how to cater for them.

Staff discuss the implementation of the Wellbeing and Inclusion Services Hub (WISH) and express a commitment to continue to refine inclusive education practices. They explain that the WISH fosters access and participation in learning for all students while supporting the holistic development of students. An ongoing focus on gifted education sees a priority of building teacher capability to identify gifted students and use the critical and creative thinking continuum for quality differentiation.

Staff actively seek ways to enhance student learning and wellbeing by partnering with parents, families, businesses and community organisations.

Comprehensive partnerships and transition programs have been established with Macgregor State High School. Students are actively encouraged to participate in the joint STEAM excellence program and bilingual or emersion programs conducted across Years 6 and 7. Staff work across both schools, to share information on students, including students with diverse learning needs to build understanding of learners enrolling at the high school.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Clarify leader and teacher roles and responsibilities to ensure a full understanding of accountabilities in enacting actions within the Annual Implementation Plan (AIP).

Domain 5: An expert teaching team

Collaboratively develop and implement a collegial engagement framework to formalise opportunities for teacher observation and feedback to build the capability of teachers.

Domain 6: Systematic curriculum delivery

Establish consistent, school-wide processes to quality assure curriculum delivery to ensure the enacted curriculum is aligned to the planned for intended curriculum.

Domain 7: Differentiated teaching and learning

Provide targeted Professional Development (PD) to upskill staff in supporting the needs of a diverse range of learners and to provide tailored behaviour support for targeted students.

Domain 3: A culture that promotes learning

Develop and implement an agreed staff wellbeing strategy to implement actions designed to enhance wellbeing outcomes for all staff.