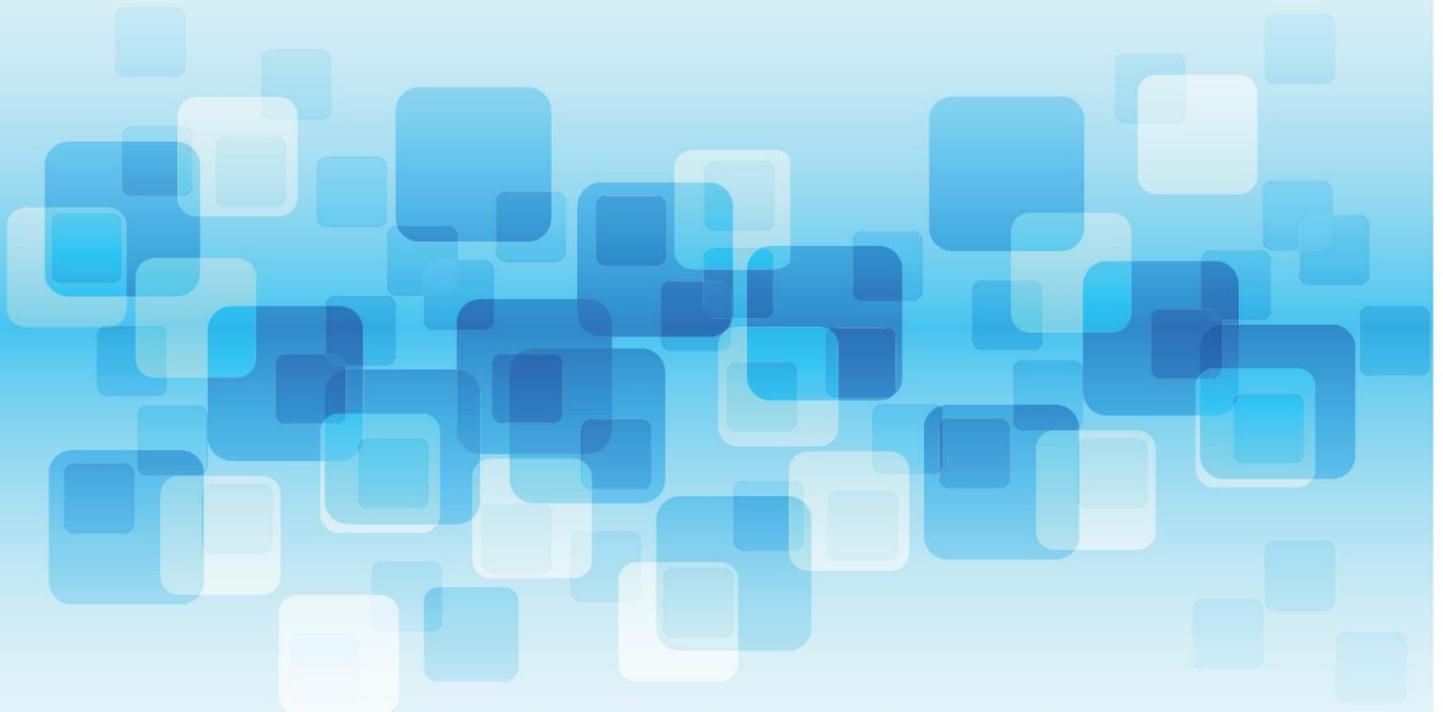




# School Improvement Unit Report

## Russell Island State School Executive Summary



# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Russell Island State School from 27 to 29 April 2016. It provides 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 consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

## 1.2 School context

<b>Location:</b>	38-64 High St, Russell Island
<b>Education region:</b>	South East region
<b>The school opened in:</b>	1916
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	193
<b>Indigenous enrolments:</b>	9 per cent
<b>Students with disability enrolments:</b>	11 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	931
<b>Year principal appointed:</b>	2015 – Semester 2
<b>Number of teachers:</b>	13.73 (full-time equivalent)
<b>Nearby schools:</b>	Macleay Island State School, Victoria Point State High School, Redland Bay State School.
<b>Significant community partnerships:</b>	Russell Island Returned and Services League Australia (RSL), Police, Stingrays Football Club, Russell Island Soccer Club, Russell Island Arts Club, Russell Island Gardeners' Club, The Kiosk.
<b>Unique school programs:</b>	Drumbeat, Friends, Lunchtime clubs – art/craft, construction, computer, dance, instrumental, garden, touch football and soccer.



### 1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Lead Principal
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
  - Principal, learning improvement teacher and Special Education Program (SEP) teacher and guidance officer
  - Master teacher, Literacy support teacher and speech language pathologist
  - School counsellor, chaplain and nine classroom teachers
  - Two Parents and Citizens' Association (P&C) representatives
  - 27 parents and 16 students
  - Eight teacher aides and two administration officers
  - Three ancillary staff, three community members and community liaison officer
  - State Member for Redlands, Mr Matt McEachan
  - Victoria Point State High School and Leonie Lymberry, Indigenous elder community representative

### 1.4 Review team

Ian Rathmell	Internal reviewer, SIU (review chair)
Stephen Bobby	Internal reviewer, SIU
Vicki Sykes	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The leadership team is clearly committed to the improvement of learning outcomes for all students.

The school seeks to understand student achievement levels and uses this information to inform the school's Explicit Improvement Agenda (EIA). The school has reviewed the achievement data over time as well as current student data to understand the learning needs of students.

- The school has documented plans for curriculum delivery.

These include reading and writing frameworks. Overviews for English, mathematics, history and geography based on the Curriculum into the Classroom resource materials (C2C) are being developed. All teaching staff have developed planning practices that provide for their individual teaching style.

- All staff members believe that all students can learn successfully and are working towards raising expectations for student academic achievement.

The school's EIA has been communicated to staff members through a range of strategies. The targets and timelines for the improvement of reading and the number of students in the U2B are yet to be developed.

- The school leadership team communicates clear expectations concerning the use of effective teaching strategies throughout the school.

The school has a pedagogical framework based on the Dimensions of Teaching and Learning (DOTL) and School Wide Positive Behaviour Support (SWPBS). The alignment of the pedagogical framework with current school practice is yet to be developed. The master teacher provides observation and feedback on teaching and models effective teaching practice in literacy. Teachers commented on how valuable the process is and would like to see it developed.

- The principal articulates the need to develop consistency of teacher practice in the implementation of high yield teaching strategies within curriculum areas.

There is an emphasis on improvement in the areas of reading and writing, and professional learning activities are focused on building teachers' understandings of effective teaching practices.

- The school has a strong community partnership with the Russell Island Returned and Services League of Australia (RSL).

The RSL club donates substantial funding to the school to support students' out of school activities to the mainland. The RSL supports the school through providing six \$1000 bursaries for senior students to assist with transition to high school.



- Staff members, parents and students interviewed speak positively of their school.

Teaching staff respectfully manage students, support and encourage student learning with a belief that all students can be successful learners. Staff members demonstrate a strong sense of compassion for students.

- The school recognises productive partnerships as important to improving learning opportunities for students.

The school is establishing and developing partnerships with local businesses, community organisations and individuals. Some community members commented that there are further potential partnerships that could be formed within the community that are yet to be realised.



## 2.2 Key improvement strategies

- Collaboratively develop a whole-school curriculum, assessment and reporting framework.
- Develop and implement learning area curriculum plans linked to the AC.
- Collaboratively develop an updated pedagogical framework that reflects current and aspirational practice.
- Develop a whole-school professional learning plan aligned to the EIA with appropriate budgetary allocations to ensure consistent teaching practices across the school.
- Review the current EIA to ensure a sharp, narrow and deep focus with achievable, measurable targets, timelines and resourcing and communicate to staff members, parents and the wider community.
- Build on the current observation and feedback practices to improve the teaching capacity of teaching staff, particularly in the priority areas.
- Investigate partnership opportunities with significant local community organisations to enhance the learning and engagement of students.