

Rangeville State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	8



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Rangeville State School** from **31 May to 2 June 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.

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

1.1 Review team

Scott Curtis	Internal reviewer, EIB (review chair)
Alison Welch	Peer reviewer
Phil Savill	Peer reviewer



1.2 School context

Location:	High Street, Rangeville	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	723	
Indigenous enrolment percentage:	6 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	4 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	17 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1035	
Year principal appointed:	2017	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Special Education Services (HOSSES), Business Manager (BM), two administrative officers, 36 teachers, 10 teacher aides, schools officer, 21 parents and 24 students.

Community and business groups:

- Rangeville State School Parents and Citizens' Association (P&C) representatives.

Partner schools and other educational providers:

- Middle Ridge State School principal, Gabbinbar State School principal, Regional Head of Department for Kindergarten and Transitions, and Director Charleys Place Kindergarten Redwood.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Curriculum planning documents
Investing for Success 2021	Strategic Plan 2018–2021
Staff Handbook and edStudio HUB	School Data Profile (Semester 2 2020)
OneSchool	School budget overview
Professional development plans	School newsletters and website
School pedagogical framework	Student Code of Conduct
School data plan	Whole School Support framework
School Opinion Survey	Headline Indicators (October 2020 release)
School based curriculum, assessment and reporting framework P–3	School based curriculum, assessment and reporting framework 4–6



2. Executive summary

2.1 Key findings

The principal has established and is driving an improvement agenda for the school.

Leaders and staff are committed to and explicit about the importance of improving learning outcomes for students, in conjunction with supporting students through deliberate inclusive and behaviour practices, approaches and expectations. The school articulates a commitment to learning, achieving and growing every day.

The school uses Positive Behaviour for Learning (PBL) as an overarching philosophy.

PBL has led to clear strategies to promote appropriate behaviour including agreed responses and consequences for inappropriate student behaviour. The school mascot, a panther, is used to motivate and engage students in learning through the themes of '*Be Safe, Be Respectful, Be a Learner*'. PBL is explicitly taught across the school on a weekly basis with students rewarded on a daily basis. School-wide messages are reinforced by the leadership team on assemblies.

The Explicit Improvement Agenda (EIA) is established by leaders through the use of systemic and school data sets.

Most teachers articulate their knowledge of the school target relating to English Level of Achievement (LOA). Clarity regarding other school targets is less apparent. Most staff express a desire for the leadership team to provide a consistent approach to improvement. Teachers are yet to detail their involvement in the establishing of the EIA or school aspirational targets.

Members of the leadership team are committed to leading curriculum, teaching and learning.

Leaders participate with staff in Professional Development (PD), lead meetings, and have attended PD and networking opportunities aligned to the school's improvement agenda. The principal supports enhancing the leadership team's capability to lead the strategic agenda of the school. This is inclusive of emerging and aspirant leaders.

Staff are committed to implementing a locally relevant and engaging curriculum.

Some teachers indicate that half-day planning sessions to develop curriculum plans and assessment are occurring. Teaching teams meet fortnightly as part of the meeting cycle to plan, moderate and review progress. Many teachers express their willingness to participate in full-day curriculum planning sessions to provide opportunities to plan collaboratively, build their curriculum knowledge, and to have substantive conversations regarding pedagogy and differentiation strategies.

**Leadership team members facilitate data conversations each term.**

Data discussions include academic, behaviour and attendance data for all students. Strategies for whole-class and individual improvement are discussed and documented. A case management process to identify marker students in each class is undertaken. Agreed strategies to report on individual growth and improvement at the next data conversation occur. A consistent whole-school approach to data analysis and interrogation is yet to be developed across classes, cohorts and the whole school.

Capability development for school staff is viewed as an important aspect of the school's improvement plan.

The principal understands the benefits of developing processes for school leaders to identify and support a differentiated capability development process for school staff, providing access to a broad range of professional learning opportunities. School leaders have initiated performance development conversations with members of the teaching team. The Australian Institute for Teaching and School Leadership (AITSL) self-reflection tool to identify areas for development is a focus. A whole of school approach to professional learning is yet to be detailed.

The school has enacted a Year Level Coordinator (YLC) model.

Staff are provided with release time one day per week to plan and develop English units aligned to the Curriculum into the Classroom (C2C) resources for their specific year level. The C2C materials are adapted to suit the school context whilst aligning to the Australian Curriculum (AC). These coordinators work with their teaching teams to guide the implementation of English. Teachers express valuing the hard work and support of their coordinator.

The school is highly regarded by families and the local community.

The high regard in which the school is held is reflected by the range of positive, supportive and encouraging comments from parents, cluster schools and other community members. Parents and families are recognised as integral members of the school community and are actively encouraged to be involved in their child's education. Parents and families express appreciation for the efforts made by staff members to support and nurture their child, and to keep parents informed of student learning achievements and progress.



2.2 Key improvement strategies

Collaboratively and systematically deliver, through structures and processes, a narrow and sharp EIA that is supported by clear actions, success milestones and accountabilities.

Provide further opportunities for members of the leadership team and teacher leaders to develop their capability and abilities as instructional leaders through collegial networking, mentoring and coaching arrangements.

Deepen curriculum capability of all staff, including key leaders, to confidently engage with curriculum design and enactment aligned to school priorities.

Refine school approaches that identify and interrogate class, cohort and whole of school data to support the next steps for learning and improved student outcomes aligned to school priorities.

Develop and sharpen a whole of school PD plan to identify and support a differentiated capability development process for staff that provides access to a broad range of professional learning opportunities aligned to school priorities.