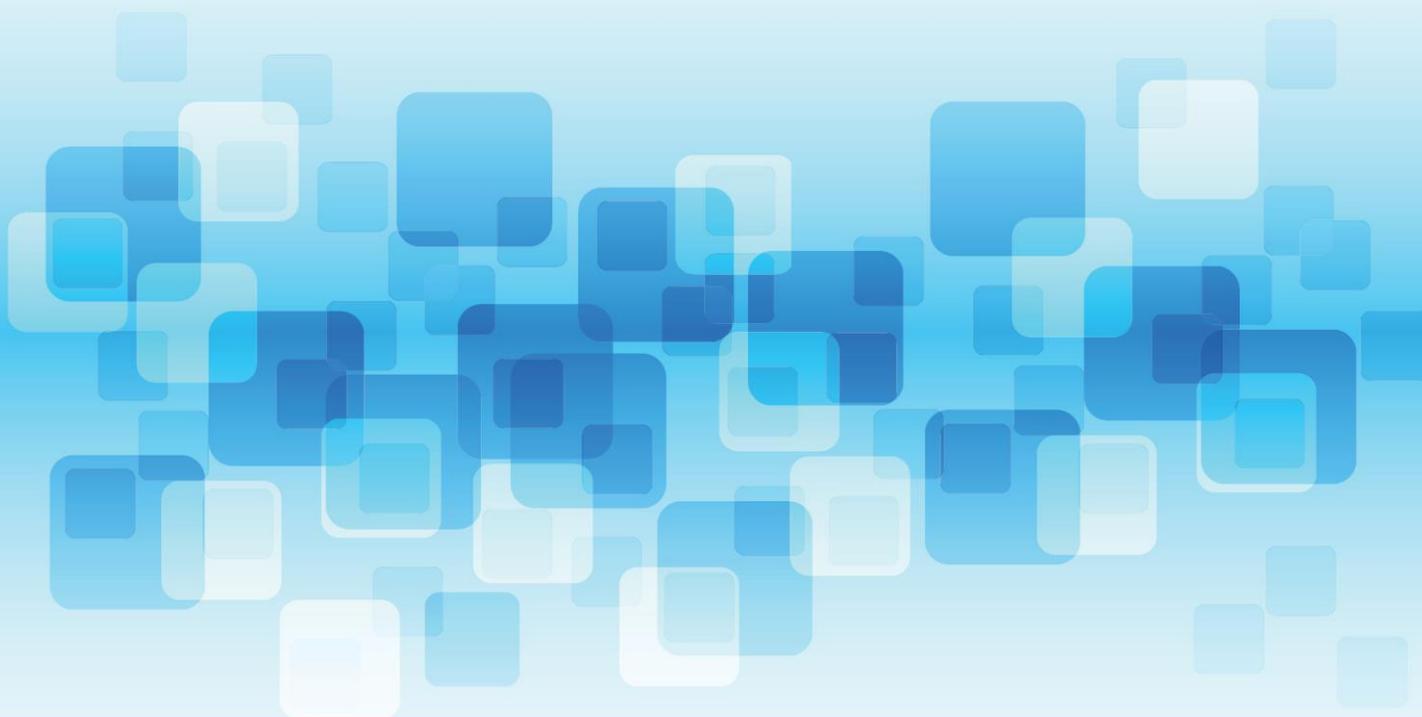# School Improvement Unit
Report

Railway Estate State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Railway Estate State School from 14 to 16 March 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

Location:	39 Railway Avenue, Railway Estate
Education region:	North Queensland Region
The school opened in:	1916
Year levels:	Prep to Year 6
Current school enrolment:	225
Indigenous enrolments:	16.6 per cent
Students with disability enrolments:	4.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	958
Year principal appointed:	2012
Number of teachers:	12.4 (full-time equivalent)
Nearby schools:	Townsville Central State School, Townsville State High School
Significant community partnerships:	The Youth Network
Unique school programs:	Green Team Environmental Committee, Year 1-6 Student Council, School Captain and Sports Captains Program

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 Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

  o Principal, Head of Curriculum (HOC) and Support Teacher-Quality Teaching and Learning (ST-QT&L)

  o Support Teacher Literacy and Numeracy (STLaN), Guidance Officer, 10 classroom teachers and a specialist teacher

  o Head of Special Education Services (HOSES) and a special education teacher

  o Two administration officers, tuckshop convenor and six student tuckshop helpers

  o Parents and Citizens' Association (P&C) president and 14 parents

  o Three school captains, six sports captains, six student councillors, 16 class representatives and Little Buddies

  o A local high school representative and two early years centres representatives

1.4 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Ian Rathmell	Internal reviewer, SIU
Ross Clark	External reviewer

2. Executive summary

2.1 Key findings

- The tone of the school reflects a school-wide commitment to successful learning for all students.

  Interactions between staff members, students and families are caring, polite and inclusive. Parents speak positively of the school and students strongly value the interest that their teachers take in them and their learning.

- The school has developed a broad agenda for improvement.

  The School Improvement Agenda (SIA) identifies improvement in reading, writing and numeracy, assessment literate learners, a self-reflective culture and improved school community connections as the focus for 2016. The principal has communicated this agenda at staff meetings and in the school newsletter.

- Assessment data in English is used by teachers to plan for individual learning needs.

  The school has implemented a plan for the systematic collection of a range of student outcome data aligned with the SIA in English. Assessments to measure long term numeracy progress in student knowledge, skills and understandings over time are yet to be developed.

- School leaders regularly discuss class data with teachers.

  School leaders present school-wide data for discussion at staff meetings. One on one data meetings where a school leader meets with each class teacher to review current class data and consider strategies for improvement are occurring. Teachers identified that their data literacy skills are developing.

- Most teachers are long term members of the school staff.

  The school has a majority of experienced teachers who are passionate and caring towards the students of the school. There is an acknowledged need for a balanced staff mix of experienced, mid-career and early career teachers.

- The school has a focus on intervention in the early years, for students requiring additional support with learning.

  The Support Teacher Literacy and Numeracy (STLaN) provides targeted programs for students in Prep to Year 2. School leaders are investigating opportunities to support identified students across the school.

- The school has high expectations for student behaviour and attendance.

  There is a clear expectation that all students will learn successfully. School leaders have high expectations for student outcomes. Some teachers and students identify a need for more challenging learning opportunities in the classroom.

- The school leaders and Student Council are highly regarded by students, staff and parents.

  The Student Council contributes to reward days, fundraising for charity organisations and providing input into school activities. Many opportunities are provided for students to contribute to school decision-making, develop their leadership skills and extend their personal capabilities aligned to the *Six Pillars of Character*.

2.2 Key improvement strategies

- Narrow and sharpen the explicit improvement agenda, develop aspirational targets and communicate these to staff, parents and the wider community.

- Review the whole-school assessment plan, including the suite of diagnostic tools for numeracy tracking over time.

- Develop a workforce plan with regional personnel.

- Implement strategies for engaging, challenging and extending high achieving students.

- Explore ways to extend the allocation of staff resources to target intervention support across Prep to Year 6.

- Further develop the data literacy skills of teachers to collect, interpret, analyse and use class data including use of Class Dashboard.