

# Russell Island State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Russell Island State School** from **15 to 17 September 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

Christine Dolley	Internal reviewer, EIB (review chair)
Shona McKinlay	Internal reviewer
Matthew Glen	External reviewer



## 1.2 School context

<b>Location:</b>	High Street, Russell Island	
<b>Education region:</b>	South East Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	165	
<b>Indigenous enrolment percentage:</b>	14 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3.6 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	45.8 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	922	
<b>Year principal appointed:</b>	July 2017	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Student Engagement (HSE), Curriculum Coordinator (CC), Support Teacher Literacy and Numeracy (STLaN), Special Education Program (SEP) teacher-in-charge, guidance officer, two Business Managers (BM), 14 teachers, seven teacher aides, schools officer—grounds and facilities, 11 parents and 17 students.

Community and business groups:

- Parents and Citizens' Association (P&C) president and treasurer, KindyLinQ teacher and teacher aide, Project Manager Public Health Network (PHN), Scripture Union Queensland (SU QLD) chaplain.

Partner schools and other educational providers:

- Victoria Point State High School junior secondary representative.

Government and departmental representatives:

- Councillor for Redland City Council, State Member for Redlands and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2021	Strategic Plan 2019-2021
Investing for Success 2021	School Data Profile (Semester 1 2021)
Headline Indicators (April 2021 release)	School budget overview
OneSchool	Assessment Schedule
Induction Handbook	Assessment Retention Schedule
Data Collection Schedule	School newsletters and website
School Opinion Survey 2019	Student Code of Conduct
Curriculum, Planning and Assessment Policy	Russell Island State School Pedagogical Framework
Student Learning and Wellbeing Framework (draft)	



## 2. Executive summary

### 2.1 Key findings

**The school vision is *‘to inspire in every student the desire to be the best they can be and embrace learning throughout life’.***

Further intentions are to challenge students to rethink and innovate in a school of value for now and for the future. The school articulates the aim for a proud and professional, high performing and committed educational community providing every child with every chance, every day to achieve personal success and a love of learning for life. The school motto is *‘Striving for Excellence’*. School leaders express the importance of a deep focus with achievable, measurable targets, timelines and resourcing. There is an expressed intent that these practices are integral to the expectation for all students to learn successfully, meeting the school’s high expectations for student engagement and academic outcomes.

**The tone of the school reflects a school-wide commitment to purposeful, successful learning.**

School leaders and staff members demonstrate a deep understanding of the importance of positive and caring relationships for successful learning. Parents speak highly of the caring and supportive culture and provide strong indication that they always feel welcomed in the school. A sense of belonging and pride in the school amongst staff, parents, and students is apparent. The leadership team places strong emphasis on working to build mutually respectful relationships across all segments of the school’s island community. Staff members articulate that the school views parents and families as integral members of the school community and essential partners in student learning. Parents acknowledge school leaders and staff members as valuing each child and providing a safe and secure environment for learning. A happy, enthusiastic and optimistic feel is apparent in all classrooms throughout the school. Students demonstrate their genuine engagement with productive learning.


**KindyLinQ is highly valued for the opportunity it provides as a play-based program.**

The targeted group for this program is three-year olds to attend with their families in the year before kindergarten eligibility. The offering of a KindyLinQ trial is a valued additional service that brings early childhood learning to many families in the local community who express they would otherwise have no access to early years education. KindyLinQ is conducted weekly, with an average attendance of 20 children and their parents or carers. Parents of children taking part in KindyLinQ express deep appreciation for the provision of this program for their child.

**Teachers articulate they have strong collegial connections and beneficial working relationships with their colleagues.**

Teachers indicate that the positive collegial culture within the school is a strong foundation for further enhancement of their personal learning and development. The school has a range of highly skilled and experienced teachers, in addition to enthusiastic beginning teachers





who have expertise in a range of contemporary curriculum, assessment and pedagogical practices. The knowledge and application of these practices in classrooms is articulated to be of a very high standard, and is contributing to excellent learning outcomes for students. Teachers express a desire to engage with leaders and peers in focused observation and instructional feedback processes. The principal acknowledges that plans are in place for a re-introduction of learning walks and talks by the leadership team.

**Considerable effort has been applied into building a coherent and sequenced plan for curriculum delivery based on the Australian Curriculum (AC).**

The school has developed a Curriculum, Planning and Assessment Policy (CPAP) incorporating three levels of planning that are apparent in all classrooms. Throughout each term, all classroom teachers participate during their Professional Learning Team (PLT) sessions with a Curriculum Coordinator (CC) in collaboratively developing curriculum year level unit plans and summative assessment tools. These are organised by the CC using a backward mapping process starting with the assessment tasks and aligning these with critical content and the relevant achievement standards. Teachers engage in fore-fronting common assessment tasks, followed by review after assessment but before it is graded, then after assessment is completed, with a final internal calibration exercise using assessment folios. Teachers express the value of this process as a means of ensuring accountability for student outcomes. External moderation is under consideration by the leadership team to strengthen confidence in teacher judgements and improve networking opportunities, deepening understanding of achievement standards and summative assessment tasks.

**The school has published a sophisticated pedagogical framework based on the evidence-based research of Sharratt<sup>1</sup> and Hattie<sup>2</sup>.**

The framework incorporates a matrix of three concentric circles or layers that link embedded reflective practice at its core with planning, pedagogy, routines and procedures. The framework articulates how the core pedagogy, routines and procedures are then actioned through standard expectations for teachers aligned to six of the national school improvement domains and proficient teacher level of the Australian Institute for Teaching and School Leadership (AITSL) professional standards. Teachers are able to articulate and demonstrate within their classrooms a strong level of interest and appreciation for the school's pedagogical framework and how it is guiding aspects of their current instructional practices. The principal indicates the Leading Learning Collaborative (LLC) is strengthening school instructional leadership capability and will provide a strong pedagogical foundation to improve teachers' classroom-based practice.

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<sup>1</sup> Sharratt, L. (2020). *Sharratt Educational Group Inc.* <https://www.lynsharratt.com/>

<sup>2</sup> The University of Melbourne. (2018). *Prof John Hattie.* <https://www.findanexpert.unimelb.edu.au/display/person428067>



**Parents are recognised as integral members of the school community and valued partners in their child’s education.**

Effective partnerships have been sought and established, as articulated by the leadership team, to support students and their families in effective engagement in learning and wellbeing. The school works closely with students, their families and the community prior to the commencement of school to reduce children’s vulnerability by the establishment of Mums and Bubs Playgroup, supported by Playgroups Queensland. This playgroup is held weekly and supervised by an experienced teacher aide. Midwives and health nurses visit the playgroup when required to support mothers and their young babies, aged up to 12 months. Participants express appreciation for this opportunity to meet with other young parents to support one another and share their parenting experiences. School leaders express the intent to explore further opportunities to successfully advocate for the provision of allied health and community support, promoting optimum outcomes for student learning and wellbeing.

**Teacher aides are recognised as valued partners in teaching and learning.**

The leadership team articulates they are deployed to best address the needs of students, providing support for individual students and small groups, delivering intervention for students with specific needs, and assisting with reading groups and Spelling Mastery, streaming students into ability levels that best meet individual need. The local knowledge and dedication of teacher aides in supporting students and families to achieve the best outcomes in learning and wellbeing are acknowledged and appreciated by the leadership team, classroom teachers, parents, students and the wider community. Teacher aides express feeling valued in providing support to teachers in their classroom activities, playing an important role to ensure all students are engaged, challenged, and feel safe.

**The leadership team indicates the importance of a wrap-around approach for students, their families and the local community.**

Leaders describe three levels of support, namely systemic, school-based and child-centred. School leaders express that the school responds to the diverse learning needs of students by identifying differentiated teaching and learning in all three levels of planning, ensuring that every student is supported to access and participate in the curriculum. The articulated goal is for continuous improvement in student achievement. The leadership team and staff members express the importance of prioritising the learning needs of the full range of students in classroom teaching practices. Teaching staff members express the belief that, even though students are at different stages in their learning and may be progressing at different rates, all students are capable learners when motivated.

**Teachers describe strong collegial connections and beneficial working relationships with colleagues through regular PLTs.**

Teachers indicate that the positive collegial culture within the school is a strong foundation for further enhancement of their personal learning and development. Currently there is a whole-school process of building teacher collaboration through three PLTs of Prep to Year 2, Years 3 and 4, and Years 5 and 6. PLTs are timetabled to meet weekly for one hour during





school time and use a two-weekly cycle, with Week 1 addressing a problem of practice and Week 2 focusing on curriculum issues. All classroom teachers express strong support for continuation of this practice. School leaders regularly work with cohort teams during both curriculum PLTs, and PLTs for problems of practice, reviewing achievement data and discussing best practice to meet individual need.



## 2.2 Key improvement strategies

Collaboratively develop a collegial engagement framework to provide differentiated coaching, peer observation, feedback, Watching Others Work (WOW) and mentoring processes to support the capability development of all staff members.

Strengthen professional networks with like schools on similar educational journeys to enable teachers to intentionally collaborate in the areas of moderation and sharing of best practice.

Deepen further practices to embed pedagogical approaches utilising the LLC initiative.

Explore further opportunities to successfully advocate for the provision of allied health and community support to promote optimum outcomes for student learning and wellbeing.