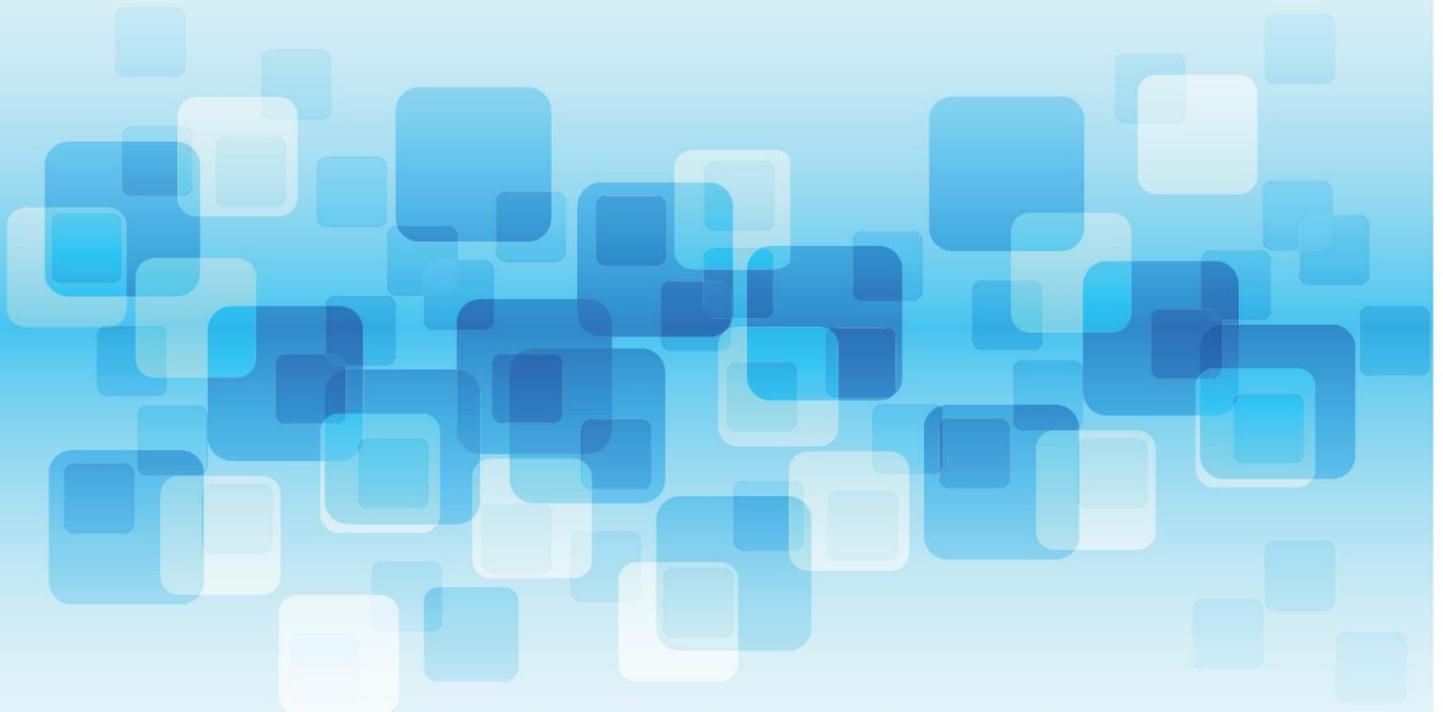




School Improvement Unit Report

Riverview State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Riverview State School from 11 to 13 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

Location:	131 Old Ipswich Road, Riverview
Education region:	Metropolitan
The school opened in:	1977
Year levels:	Prep to Year 6
Current school enrolment:	267
Indigenous enrolments:	20.9 per cent
Students with disability enrolments:	6.3 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	862
Year principal appointed:	Acting Principal July 2015
Number of teachers:	14.72 (full-time equivalent)
Nearby schools:	Collingwood Park State School, WoodLinks State School, Bundamba State School, Kruger State School, Redbank Plains State School
Significant community partnerships:	Adopt a Cop, Riverview Neighbourhood Watch
Unique school programs:	Break It Down Build It Up Spiral Program, Speech Sound Pics, Breakfast Club, Homework Club, Reading Roos, Walking Roos



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 Principals Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Head of Curriculum (HOC) student support, Head of Curriculum (HOC) and master teacher
 - 11 classroom teachers
 - Six teacher aides
 - Specialist teachers, music, health and physical education, special education teacher, intervention teacher, literacy leaders, Positive Behaviour for Learning (PB4L) coach, speech language pathologist, teacher librarian
 - Two administration officers
 - Parents and Citizens' Association (P&C) executive committee
 - 12 Parents
 - Tuckshop convenor
 - Local high school principal
 - Riverview Community Centre Committee development coordinator and program director
 - Community Elder, Ruth Moffat
 - Ipswich City Councillor, Ms Kerry Silver
 - 45 students



1.4 Review team

Jenny Hart

Internal reviewer, SIU (review chair)

Andrew Helton

Internal reviewer, SIU

David Hinton

External reviewer



2. Executive summary

2.1 Key findings

- This is a welcoming school community with positive caring and polite relationships obvious between students, staff members and parents.

The school has established a culture of high expectations in relation to behaviour and maintains a learning environment which is safe, respectful, tolerant and inclusive.

- The school's Parents and Citizens' Association (P&C) functions with enthusiastic volunteers who are committed to increasing parent and community engagement.

The P&C is supportive of, and committed to, improving opportunities and outcomes for all students. Fundraising events occur throughout the year to supplement school resources and student activities.

- The dedicated teaching team demonstrates a consistent focus on the importance of quality teaching and learning occurring in classrooms.

Staff members value the support of the literacy leaders and master teacher in the development and implementation of curriculum programs in their classrooms. Beginning teachers acknowledge the support of their colleagues.

- Recent leadership team changes have impacted on the implementation of school wide improvement.

The principal is aware of the need to enact school-wide programs and processes with clarity and consistency. Roles and responsibilities of members of the leadership team are yet to be fully clarified and aligned to the school's improvement agenda.

- The leadership team view reliable and timely school data as important to improving student learning outcomes.

The school is yet to develop a plan for the systemic collection of a range of student outcome data. Student learning progress data is recorded by teachers in a variety of formats. Consistency of data collection and collation is yet to develop.

- The school has a number of new and beginning teachers.

A formal induction program for beginning teachers and those new to the school is yet to be developed. Beginning teachers have been assigned a mentor teacher and these groups meet informally.

- The leadership team have indicated the need to design and implement an explicit, coherent plan for curriculum delivery across the school.



A process of planning and monitoring the implementation of the mandated curriculum is yet to be formalised. School-wide assessment and associated processes are yet to be implemented consistently.

- The leadership team recognises the need to provide clarity, consistency and quality assurance processes in teaching practices and school wide pedagogical approaches.

There are a range of different pedagogical practices in curriculum areas across the school. Teachers state that they would welcome feedback on their classroom practices to enhance student learning outcomes. A number of staff members have indicated their willingness to support and coach their colleagues.

- Enhancing community connections is a priority of the school.

The school has established and developed beneficial informal partnerships with local government and community organisations to improve wellbeing for students. These informal partnerships have become a valued part of the school community and provide important resources suited to the local context of the school.



2.2 Key improvement strategies

- Narrow and sharpen the Explicit Improvement Agenda (EIA) to include targets, timelines and quality assurance monitoring processes.
- Collaboratively design and implement an explicit, coherent plan for curriculum delivery.
- Collaboratively design and implement a plan for the systemic collection of a range of student outcome data.
- Collaboratively review the pedagogical framework and set expected school-wide pedagogical practices.
- Develop an observation and feedback process and coaching program with agreed protocols aligned to the EIA.
- Collaboratively develop and implement a practice of regularly discussing student achievement data through formal conversations with teachers.
- Develop a formal induction program for new and beginning teachers including access to formal mentoring.
- Strategically identify, engage and formalise partnerships with community groups to provide a comprehensive support network for parents and students.