

Rainbow Beach 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	9



1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Rainbow Beach State School** from **18 to 19 November 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

Greg Brand

Internal reviewer, EIB (review chair)

Dallas Schmidt

Peer reviewer



1.2 School context

Location:	Warooga Road, Rainbow Beach	
Education region:	North Coast Region	
Year levels:	Prep to Year 6	
Enrolment:	75	
Indigenous enrolment percentage:	13.3 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	12 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	19 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1002	
Year principal appointed:	2020	

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), cluster Head of Special Education Services (HOSES), guidance officer, Speech Language Pathologist (SLP), chaplain, five teachers, four teacher aides, grounds officer, 51 students and 11 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president, Queensland Police Service (QPS) senior constable Adopt-a-Cop and Rainbow Beach Sports Club representative.

Partner schools and other educational providers:

- Principal Tin Can Bay State School.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Improvement Plan 2021	Strategic Plan 2018 – 2021
Investing for Success 2021	School Data Profile (Semester 1, 2021)
School budget overview	Headline Indicators (October 2020 release)
OneSchool and SORD data.	Curriculum planning documents
School pedagogical framework 2017	Professional development plans
School Assessment and Data plan	Student Code of Conduct 2021 – 2024
School newsletters, Rainbow Beach Community newsletter and website	Draft Roles, Responsibilities and Accountabilities statement
School Curriculum, Assessment and Reporting Plan	Collaborative Assessment of Student Work documents.
School Opinion Survey 2021	



2. Executive summary

2.1 Key findings

The school's motto '*Reach for a Rainbow*' underpins the aspirations of staff in supporting all students to reach their potential as young people.

Embracing its unique natural surrounds and deep connection to the local community, the school provides a range of opportunities for students to engage in and develop their academic, sporting and cultural abilities. Staff relate anecdotes of their long association with the school and express a sense of pride in their contribution to the school community. Parents acknowledge with genuine appreciation the dedication, approachability and care staff display on a daily basis towards their child. The principal places a strong emphasis on sustaining genuine and meaningful partnerships with parents and the wider school community.

The school has a whole-school Curriculum, Assessment and Reporting Plan (CARP) aligned to the Australian Curriculum (AC).

Curriculum planning is underpinned by the region's Prep to Year 6 planning materials and Curriculum into the Classroom (C2C) units. Collaboration with Kia Ora State School was part of the planning process at this level. Year level plans are documented for all learning areas, identifying which aspects of the achievement standard are taught and when. Teachers use the school's curriculum plan to inform their unit planning and development of anchor charts at cluster pre-moderation days each term. An experienced teacher has engaged regularly with the region, collaboratively developing the school's curriculum approach and documentation.

Staff value long-held traditions and strong connections to the local community and wish to see these preserved.

Long-serving staff members detail that the school has experienced significant changes in leadership over their time at the school. Some staff and parents acknowledge the need to embrace new ideas that will value add to the school's already positive reputation. Staff and parents acknowledge potential exciting opportunities for children in the community that could add a new dimension to the quality of education the school offers moving forward. The principal expresses a desire to collaboratively develop a shared vision for the school, and provide stability and consistency in leadership throughout the next strategic planning cycle.

The principal expresses a genuine commitment to improving the learning and wellbeing needs of students, with strong alignment to the priorities of the region.

The school's Explicit Improvement Agenda (EIA) is clearly aligned to the region's explicit focus on every student succeeding and all children making a great start. Some teachers identify the focus on building their understanding and knowledge of the AC through pre-assessment moderation, case management and Collaborative Assessment of Student Work (CASW) has made a positive difference to how they approach teaching and learning in English. Some staff express a desire for further opportunities to work together in enhancing



their practice in these regional ways of working. The principal acknowledges specific strategies and practices reflected in the Annual Improvement Plan (AIP) requires an emphasis on building the capability of all staff, and will take time to become embedded ways of working across the school.

A willingness exists amongst staff members to share their knowledge and expertise with others to support improvements in their own practice.

The principal and staff are dedicated and share the responsibility for student learning and wellbeing outcomes. Informal sharing of practice occurs amongst colleagues. The principal recognises the need to dedicate time and formalise agreed processes of observations and feedback to support effective teaching and learning practices across the school. The principal acknowledges a collegial engagement agreement, outlining a range of practices to build capability including induction, coaching, mentoring and Watching Others Work (WOW) for all staff, is yet to developed.

Teachers acknowledge the positive impact that high-yield strategies can have on student engagement and learning.

The school's current pedagogical framework was developed in 2017 and is acknowledged by the principal as not being reflective of current practice. The principal articulates that teachers are using elements of Explicit Instruction (EI) in their daily teaching practice. Current planning and pre-moderation processes include reference to the Gradual Release of Responsibility (GRR) and Age-appropriate pedagogies (AAP). The principal articulates the need to review and define whole-school signature pedagogies to inform and apply high-yield teaching strategies consistently across all classrooms.

The principal and staff work together to build a healthy and positive culture for learning for students.

The Student Code of Conduct 2021-2024 defines the standards all students, staff and parents commit to. The school's TRACK expectations within the Code of Conduct, reflect students being *'Thoughtful, Responsible, Accountable, Co-operative and Kind'*. Students and staff make minimal reference to TRACK when discussing the school's expectations. The expectations of *'Be Responsible, Be Safe, Be a Learner'* are referred to by students and staff as the school's expectations for behaviour and learning. The principal acknowledges the need to collaboratively unpack and embed the school's expectations of TRACK for staff, students and the school community.

The school operates a playgroup and KindyLinQ, widely regarded as invaluable to children and families in the local community.

The long-running playgroup initiative is viewed as an essential service to families that do not have access to early education services in the local area. The playgroup engages children from birth to five years, offering play-based experiences and resources. Children are provided with the opportunity to participate in school events including sports days and book fairs. The KindyLinQ program has been coordinated since 2020, designed for children aged three to four. The program supports parents to interact with their child in a purposeful



manner, provides resources not usually available in the community, and additionally serves as an opportunity for families to build their support networks.

The Parents and Citizens' Association (P&C), local businesses and services hold the school in high regard and are committed to offering 'whatever the school needs' to support students.

The school has a wide range of community connections and partnerships that are used to support students both within and outside the school. The school's P&C is a growing group of motivated parents and community members seeking ways to make a positive difference. The principal and staff express high regard for the level of support local businesses and services provide to the school. Many local shops provide regular donations of goods, services or gift vouchers that are used to support student engagement and achievement.



2.2 Key improvement strategies

Collaboratively develop a school vision to inform the school's strategic direction that values traditions and community partnerships, and explores new opportunities to further improve.

Sustain a deep focus on the EIA, building the capability of all staff to implement the key improvement strategies and practices underpinning teaching and learning.

Collaboratively develop a collegial engagement agreement, embedding practices including mentoring, coaching, observation and feedback and WOW to build all staff members' capability aligned to the EIA.

Review and define whole-school signature pedagogies to inform and apply high-yield teaching strategies consistently across all classrooms.

Collaboratively unpack the school's Student Code of Conduct, embedding the agreed expectations in whole-school practices for staff, students and the school community.