



School Improvement Unit Report

Seville Road State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Seville Road State School from 23 to 27 July 2015. 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:	Corner Oates Avenue and Roscoe Streets, Holland Park
Education region:	Metropolitan
The school opened in:	1956
Year levels:	Prep to Year Six
Current school enrolment:	109, including 2 part-time students
Indigenous enrolments:	14 per cent
Students with disability enrolments:	9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	951
Year principal appointed:	2009
Number of teachers:	5 classroom teachers, 1 special education program teacher
Nearby schools:	Holland Park State School, Marshall Road State School, Greenslopes State School, Cavendish Road State High School, Holland Park State High School
Significant community partnerships:	Holland Park Child Care
Unique school programs:	



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 Principal's Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal, Master Teacher/Curriculum Leader, cluster Head of Special Education Services (HOSES),
 - Five classroom teachers, two specialist teachers and special education teacher
 - Four teacher-aides and administration officer
 - 14 students
 - Guidance Officer, Advisory Visiting Teacher - Behaviour
 - Chaplain
 - Parents and Citizens' Association (P&C) president and treasurer and seven parents
 - Local State Member
 - Holland Park Childcare centre representative
 - Local high school representative

1.4 Review team

Bert Barbe	Internal Reviewer, SIU (review chair)
Brad Francis	External Reviewer
Chris McMillan	Peer Reviewer



2. Executive summary

2.1 Key findings

- School leaders work with teachers to improve teaching practices, including modelling, evaluating and providing feedback.

The principal and the curriculum leader work beside teachers to improve their confidence with the *Reading to Learn* strategy. They provide regular observation and feedback, model lessons for teachers and release them to observe each other's practice. Teachers report that they are well-supported to develop their capability.

- The leadership team works with families, local businesses and community organisations to access resources not available in the school to improve student outcomes.

School staff provided many examples of ongoing support from local church groups, businesses and individuals to provide access to excursions, additional activities and in-school support for the diverse range of learners.

- All staff assist in the identification of learning difficulties and adjust classroom activities to levels of readiness and need.

Teachers, teacher-aides and specialist support staff work together to track and monitor every student's achievement level. This information is then considered and teaching is adjusted to maximise learning for all students.

- There has been a number of changes to teaching staff over recent years.

Staff identify that the number of changes to the teaching team over recent years has impacted on their ability to consistently drive the reading improvement agenda.

- The school has experienced declining enrolments over a number of years.

Community members, staff and parents identify that the school has been perceived as not being a high performing school for a long period of time. Staff and parents are proud of the school and actively communicate this in the wider community.

- Students are routinely setting learning goals to assist them with their learning.

Students know their own learning goals. Some students understand and can talk about the strategy they need to work on to improve. This is an area for further development.



2.2 Key improvement strategies

- Work with regional human resources personnel to develop a workplace plan that increases teacher stability and retention to drive school improvement.
- Refine and embed the observation, feedback and coaching practices commenced at the school.
- Refine and formalise student goal-setting and feedback processes to strengthen student ownership of their learning.
- Collaborate with the department, government and the community to develop a marketing and rebranding strategy to lift enrolments at the school.
- Develop a culture of high expectations for all students.
- Liaise with key cultural groups and contacts to enhance family and community involvement in the school.