2008 Triennial School Review was conducted using a process of appreciative enquiry. The review component of the process was delivered by an external consultant who reviewed school data, analysed school survey information and informed TSR Committee of findings.

The survey methodology included discussions with TSR committee constructed of parents and staff, written surveys to families, students and staff, analysis of enrolment data and school data kept on the corporate Data Warehouse.
Community and staff planning workshops were facilitated to inform the Strategic Plan.

The members of the Rainworth Triennial School Review Committee were: -
Bill Carey Principal
Parents' and Citizens' Association Representatives
Sandra Boland, Susan Chamberlain, Celia Lamond, Peter Lyons, Kerrie McMillan, Jane Peake, Jamie Robertson
Staff Representatives
Peter Cooper (Acting Principal), Jane-Marie Butler, Kate Swete Kelly, Jo-Anne Ryan, Stephen Stocker

RAINWORTH STATE SCHOOL

STRATEGIC PLAN 2008-2010

Our Statement of Purpose

"Living Reflects Learning"

Findings

Whole School

Finding 1 Rainworth State School's total effective enrolment remained stable from 2006 to 2008 because of the introduction of the Preparatory Year.
Finding 2 The enrolments in Years 5, 6 and 7 decreased significantly between 2006 and 2008.
Finding 3 The school experienced overall levels of enrolment continuity comparable to benchmarks derived from data for the state and for like schools.

Staff

Finding 14 The means derived from responses to questions on the annual Staff Opinion Survey by the staff of Rainworth State School for the period 2005 – 2007 were at least comparable to, and in some instances better than, state means and like school means on all workforce dimensions.
Finding 15 Staff Opinion Surveys revealed continued dissatisfaction of teaching and non-teaching staff with the physical working conditions at Rainworth State School.
Finding 16 The teaching staff recorded decreasing satisfaction with the level of maintenance of information and communication technology devices.
Finding 17 An analysis of the school budget and records of learning and development undertaken by staff indicated the value of learning and development in 2006, 2007 and Semester 1 2008 exceeded the Education Queensland target of not less than 10% or equivalent of the general component of the school grant.
Finding 19 Staff members listed the best features of the school as:
*Community Spirit
*Quality Relationships
*Professionalism of Staff
*Diversified Curriculum and Programs
*Facilities and Resources
*The Rainworth Children
Finding 21 Rainworth State School must maintain its distinctive features as it moves forward.
Finding 22 Five specific priorities in Education Queensland's 2007 – 2011 Strategic Plan must inform the work of Rainworth State School in the 2009 – 2011 triennium:
* Implement QCAR
* Implement Literacy, Numeracy and Inclusive Education Strategy Plans
* Underpin the curriculum with a values framework
* Support vulnerable and at-risk students
* Increase physical activity
Finding 24 Staff nominated a range of priorities for potential improvement:
* Facilities and Resources
* The Professional Culture
* Curriculum
Finding 27 Staff members highlighted the following strategic priorities:
* Enrolment
* Technology
* Facilities

Parents

Finding 9 The Parent Opinion Survey indicated an average of 88.8% of respondents believed their children 'are getting a good education at this school.'
Finding 10 The Parent Opinion Survey indicated that an average of 91.8% of respondents believed that Rainworth State School is a good school.
Finding 11 Over a three-year period, a significant proportion of parents responding to the annual School Opinion Survey were not prepared to provide an opinion to one third of the questions.
Finding 18 Parents identified the best features of the school and ones that should be retained in the future as:
*Strong Sense of Community
*Broad Curriculum and High Student Achievement
*Quality Staff
*School Ethos (including Care, and Opportunities for Experience and for Success)
*Comparatively Small School Size
*Pleasant Natural Environment
Finding 23 Parents identified a number of areas in which Rainworth State School might improve:
* Ensuring a Comprehensive, Balanced Curriculum
* Promoting Sport and Physical Education
* Strengthening the Middle and Upper School
* Catering for Difference
* Dealing with Bullying
* Improving Facilities and Grounds
* Organisational Issues
Finding 26 Parents surveyed highlighted a number of strategic priorities that should influence forward planning:
* Enrolment – loss of older children to private schools
* Quality Curriculum
* Retaining High Levels of Parental Support
* Resourcing
* Quality Staffing
* Catering for All Students

Students

Finding 4 The percentage of children identified through the Year 2 Diagnostic Net requiring additional support in Reading, Writing and Number was consistently below the State Target.
Finding 5 The school's performance on the Year 2 Diagnostic Net in 2007 was lower than that usually recorded.
Finding 6 The percentage of Year 3 students identified performing above both the National Literacy Benchmark and the National Numeracy Benchmark over a three-year period was close to 100%.
Finding 7 The percentage of Year 5 students identified performing above both the National Literacy Benchmark and the National Numeracy Benchmark over a three-year period was close to 100%.
Finding 8 The percentage of Year 7 students identified performing above both the National Literacy Benchmark and the National Numeracy Benchmark over a three-year period exceeded 96%.
Finding 12 The Student Opinion Surveys undertaken over a three year period indicate an average of 91.6% of students in Years 5 and 7 were satisfied that they 'are getting a good education at this school.'
Finding 13 Overall student opinion of Rainworth State School, as determined by the Student Opinion Survey, was generally higher than both the State and the Like Schools' Benchmarks.
Finding 20 Children in the senior year levels identified the best features of the school as:
*Helpful, encouraging staff
*Supportive, friendly school community
*Diverse programs offered
*Stimulating physical environment
*Facilities provided
*Compact school size and the convenient location
*Safe atmosphere and climate generated
Finding 25 The older students nominated a range of priorities for potential improvement:
* Improved facilities
* A stronger environmental component in their education
* Enhanced computer usage
* Stronger sport and physical education program
* More library books
* Upgraded toilets
* Better tuckshop menu
* More diversified music program

FUTURE DIRECTIONS

The identified priorities for Rainworth State School over the next three years are:

Learning

Priority 1
Implementing DETA strategic priorities through a lens of our values of :
"A comprehensive education for every child.
Focussing on high achievement in all areas of the curriculum.
Emphasising The Arts and cultural pursuits in the life of the school."

Priority 2
Ensuring the delivery of a differentiated, comprehensive and balanced curriculum

Priority 3
Catering for the needs of all students, including gifted and talented students

Priority 4
Creating a challenging educational experience for our middle phase learners

Schools

Priority 1
Implementing DETA strategic priorities through a lens of our values of:
"Maintaining a strong sense of community."

Priority 5
Providing safe, supportive and enriching environments in which all students can learn and grow

Priority 6
Enhancing the standard of our technology, facilities and grounds

Workforce

Priority 1
Implementing DETA strategic priorities through a lens of our value of:

School Context

Rainworth state school is a coeducational school that prides itself on high academic standards, cultural pursuits and a strong school community spirit that is consistent with the local area.

It has a mix of historical and more modern facilities crating opportunities for dynamic and innovative programs.

Our school caters for all children from Prep to year seven and does not have a geographically identifiable feeder secondary school. However students transition successfully into a range of secondary options and our school actively links with the Mt Cootha Cluster of schools to offer a range of secondary link options for high achievers across a range of curriculum offerings for year seven students.

Our school has a strong environmental focus that is reflected in the presentation of the school grounds, student focussed integrated curriculum units and P&C activities.

PERFORMANCE INDICATORS:

Learning: Student Achievement

Percentages of students not requiring additional support for each area of the Year 2 Diagnostic Net:Reading, Writing and Number.

EQ Targets		School Results 2007	School Targets 2011
Reading	80%	87%	95%
Writing	87%	98%	98%
Number	82%	87%	96%

Percentage of students achieving national Year 3, 5 and 7 reading, writing and numeracy benchmarks

EQ Targets		School Results 2007	School Targets 2011
Year 3			
Reading	95%	98%	98%
Writing	90%	100%	98%
Number	92%	100%	98%
Year 5			
Reading	83%	98%	96%
Writing	93%	100%	98%
Number	87%	100%	98%
Year 7			
Reading	88%	98%	96%
Writing	95%	98%	98%
Number	83%	96%	96%

Schools: Satisfaction

Percentage of students and parents/caregivers satisfied that they are getting a good education at school
EQ Target 80% (Students) **School Target** 90%
EQ Target 87% (Parents) **School Target** 90%
Percentage of parents/caregivers satisfied that the school is a good school.
EQ Target 88% **School Target** 92%

Workforce: Capability

Percentage of workforce engaged in professional development opportunities
EQ Target 83% **School Target** 85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives
EQ Target 75% **School Target** 80%
Percentage of staff members satisfied with morale in the school.
EQ Target 80% **School Target** 98%
Percentage of general component of school grants budget or equivalent expended on professional development for school staff
EQ Target 10% **School Target** 56%

Principal: _____

P & C President: _____

Executive Director Schools: _____

RAINWORTH STATE SCHOOL
Strategic Plan 2009-2011

School Vision

At Rainworth each individual achieves the best educational outcomes through a rich, diverse engaging curriculum, in a happy, safe and healthy community.

School Values

At Rainworth State School we value:
- A comprehensive education for every child.
- Focussing on high achievement in all areas of the curriculum.
- Emphasising The Arts and cultural pursuits in the life of the school.
- Maintaining a strong sense of community.
- Supporting quality professional staff (teaching and non-teaching).

Key Strategies

- A whole school curriculum framework to support school activities is evident. (Consideration to the 5 Citizens Framework within The P-12 framework)
- A professional definition of "Creativity" and "Professional Culture" to underpin our school vision and performance Framework is evident.
- Differentiation across the middle phase is evident and linked to an appropriate learning framework.
- A school vision for technology and associated whole school plan is evident and actioned.
- All Key Learning Areas are delivered to meet the diverse learning needs of students with a focus on Literacy, Numeracy and QCAR.
- Special needs processes within the school are clearly articulated and support the identification, tracking, communication and monitoring of learners including Gifted and Talented and those with behaviour challenges
- Professional staff who take advantage of professional learning opportunities associated with contemporary practice, pedagogy and program design.
- Ensure facilities activities are linked to student learning needs and Health and Safety Standards.

Key Challenges

- Identify an overarching learning framework for drawing school activity together. Eg. Dimensions of Learning, Attributes of 21st Century Education.
- Provide a range of curriculum enhancements within existing school resources, local community expertise and cluster schools to complement mandated state syllabus implementation across each Key Learning Area.
- Examine curriculum balance and delivery as it relates time allocations mandated through syllabus docs and best fit for Rainworth SS.
- Building accountable partnerships with external providers that support differentiated classroom programs and address students learning needs.
- Build partnerships and resourcing arrangements that support the delivery of school programs and contemporary practice.
- Design an internal communication strategy to meet school and community needs.
- Develop a communication strategy for parents with P&C to attend to perception V reality.
- Identify learning pathways for students within and beyond the school setting including flexible class placements.
- Build staff capacity in relation to all key strategies.

Key School Policies and Programs

- Research, develop and implement a defined strategy for middle phase students that addresses student learning needs, teacher strengths, pedagogy and community resources. Provide specific program differentiation in the middle phase appropriate to the developmental needs of students with a particular focus on year 4.
- Review school Mathematics program with a view to adopting an approach such as "Natural Maths".
- Implement a spelling program that is developed from a research base.
- Implement Programs that will support Spelling and Phonological Awareness such as THRASS, Jolly Phonics and ELF.
- Implement "You Can Do It" program and establish strategies for the recognition of good behaviour.
- Develop SOSE and Science programs to reflect QCAR with a focus on authentic tasks, external experts and the local environment.
- Educate community on a range of issues including Bullying, Resilience, Numeracy and Literacy.
- Develop Special Needs processes and articulate the range and balance of support strategies that attend to the diverse learning needs of students .
- Create curriculum space and resources to deliver learning celebrations with a curriculum focus. (eg. Special Maths, Science days) Expo Culmination Days
- All staff develop a Performance Framework for professional development and personal growth.
- Engage community in consultation in relation to classroom cooling options and actions.