

Rasmussen State School







School review executive summary

About the school

Rasmussen State School acknowledges the Wulgurukaba people.

Education region	North Queensland Region
Year levels	Prep to Year 6
Enrolment	376
Indigenous enrolments	60%
Students with disability	37%
Index of Community Socio-Educational Advantage (ICSEA) value	787

About the review

 <p>3 reviewers from 30 October to 1 November 2023</p>	 <p>124 participants</p>	 <p>50 school staff</p>
 <p>42 students</p>	 <p>21 parents and carers</p>	 <p>11 community members and stakeholders</p>

Key improvement strategies

Domain 3: Promoting a culture of learning

Initiate opportunities for staff to engage in cycles of inquiry to collectively identify strategies to improve collegial engagement and staff morale.

Domain 1: Driving an explicit improvement agenda

Collaboratively create a strategic plan with all stakeholders to foster a culture of school improvement and ownership for the strategic direction of the school.

Develop a strategic action plan to drive the whole-school approach to ensuring Aboriginal and Torres Strait Islander perspectives are embedded into all aspects of the school to create inclusive and culturally safe practices and environments that enrich the learning and engagement of every student.

Domain 5: Building an expert teaching team

Strengthen induction processes to inform all staff, including those moving into leadership positions, on the school's ways of working to provide clarity of role responsibilities and accountabilities.

Domain 6: Leading systematic curriculum implementation

Sharpen pre-moderation strategies to include discussing what A-standard work looks like and how to help students demonstrate it to support teachers in stretching student learning.

Domain 8: Implementing effective pedagogical practices

Expand the use of Explicit Instruction to inform whole-class differentiation to strengthen the extent to which students can access and progress through the curriculum.

Key affirmations



Rasmussen SS is more than a school.

Staff embrace diversity of their students and respond to their varying learning needs, interests, characteristics and backgrounds. Leaders and staff express a commitment to a whole child approach and where required provide a range of supports to students to ensure engagement at school. Leaders have developed and enacted a complex case management process that uses partnerships to support vulnerable students. Leaders share excitement for how this process has supported a number of students to achieve improved engagement and learning progression.

Staff communicate a need to be a 'Champion for each child'.

Many teaching staff communicate their commitment to the students they work with and how they invest in developing positive relationships with students. The principal and Business Manager express a view that targeting resources to support student learning is integral to school improvement. Leaders flexibly deploy resourcing to address the priority needs of students.



Data informs starting points to inform next steps in school improvement.

Leaders analyse and discuss data to establish goals and strategies aimed at improving student achievement, wellbeing and engagement. Leaders use school-wide data to inform whole school decisions, interventions, initiatives and resources to achieve the Annual Implementation Plan. All staff communicate how they use the data wall as a centralised presentation of learning progression that is utilised for collaborative analysis.



Staff work together with the community to ensure all students succeed.

Partnerships are forged to enhance curriculum offerings and extend the level of professional expertise, resource support and collective effort with the express purpose of improving outcomes for students. An effective transition strategy is enacted for young children to have a strong start in Prep, and Year 6 students engage successfully in secondary pathways.

