School Improvement Unit
Report

Redbank Plains State School
Executive Summary
1. Introduction

1.1 Background

This report is a product of a review carried out at Redbank Plains State School from 8 to 11 September 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

<table>
<thead>
<tr>
<th>Location:</th>
<th>39-35 School Road, Redbank Plains</th>
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<tbody>
<tr>
<td>Education region:</td>
<td>Metropolitan</td>
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<tr>
<td>The school opened in:</td>
<td>1874</td>
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<tr>
<td>Year levels:</td>
<td>Prep to Year 6</td>
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<tr>
<td>Current school enrolment:</td>
<td>845</td>
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<tr>
<td>Indigenous enrolments:</td>
<td>7 per cent</td>
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<tr>
<td>Students with disability enrolments:</td>
<td>3 per cent</td>
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<tr>
<td>Index of Community Socio-Educational Advantage (ICSEA) value:</td>
<td>922</td>
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<td>Year principal appointed:</td>
<td>2009</td>
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<tr>
<td>Number of teachers:</td>
<td>35</td>
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<tr>
<td>Nearby schools:</td>
<td>Augusta State School, Collingwood Park State School, Kruger State School, Redbank Plains State High School, Riverview State School, Staines Memorial College, St Augustine’s College</td>
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<tr>
<td>Significant community partnerships:</td>
<td>Red Cross, Mission Australia</td>
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<td>Unique school programs:</td>
<td>Red Cross</td>
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1.3 Review methodology

The review was conducted by a team of four reviewers.

The review consisted of:

- a pre-review audit of the school’s performance data and other school information
- consultation with the school’s Assistant Regional Director and Principal Supervisor
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
  - Principal, Deputy Principals and Head of Special Education Services (HOSES)
  - Pedagogy Coach and Data Coach, Support Teacher Literacy and Numeracy (STLaN), Behaviour Support, Guidance Officer, English as an Additional Language/Dialect (EAL/D) teacher
  - Business Services Manager
  - 44 classroom teachers, three special education teachers, seven specialist teachers and two relieving teachers
  - 20 teacher aides
  - Administration staff
  - Student leaders and 62 students
  - Tuckshop convenor and Outside School Hours Care staff
  - Cleaners and schools officer
  - Three members of the Parent and Citizens’ Association (P&C) executive
  - Two regional support officers
  - Nine Community representatives, including representatives of feeder secondary, pre-prep and local primary schools
  - Hon. Joanne Miller, MP, Minister for Police and Member for Bundamba

1.4 Review team

Chris McMillan       Internal reviewer, SIU (review chair)
Mark Blackshaw      Internal reviewer, SIU
Liam Smith          Internal reviewer, SIU
Bernadette Hanna    External reviewer
2. Executive summary

2.1 Key findings

- The leadership team and staff are united in their focus on reading and behaviour as the key priorities for improvement.

  Communication and community engagement are also identified for improvement. The school’s improvement priorities have been recently refined and as such, the 2015 Annual Improvement plan is no longer reflective of the improvement current agenda.

- Student learning engagement and behaviour is a major issue that is impacting significantly on teaching and learning and staff morale.

  The school leadership team highlight behaviour as a key improvement priority in the school and are working to establish a behaviour committee. Parents, staff and students articulate concerns that student behaviour can be disruptive to student learning and is cause for concern in the playground. There are reports of inconsistency in managing behaviours. Parents are concerned that the reputation of the school is negatively impacted by perceptions about student behaviour.

- There is a growing sense of collegiality and professional collaboration across the school.

  The appointment of dedicated pedagogy and data coaches and their work in promoting a culture of collaboration, connectedness with the school improvement agenda and staff, is evident. The recent introduction of a structured approach to fortnightly year level team meetings is significant. The school has recently commenced observations and feedback with a focus on guided reading. A documented school-wide professional learning agenda aligned with key improvement priorities is not evident.

- School leaders and staff are united in their focus to improve student outcomes however roles, responsibilities and resources are not clearly aligned to drive this agenda.

  There is immediate scope for the direct targeting of resources to drive the improvement agenda. Roles and responsibilities of school leaders and key staff in relation to the improvement agenda are not clear.
• Data informed decision making is a developing practice within the school.

The school has recently established a reading data wall that tracks students’ progress. There is an emerging belief that this is proving useful to generate professional conversations and the celebration of student improvement. Some use is made of formative and summative assessment to identify student strengths and weaknesses as starting points for teaching. This occurs in varying degrees across year levels and between teachers rather than a documented school wide expectation. Level of achievement data is not consistently monitored or used to inform differentiation.
2.2 Key improvement strategies

- Refine the current improvement agenda to identify a sharp, narrow and deep focus with achievable targets and timelines and supported by appropriate resources.

- Engage the school community in the review, development and implementation of a systematic school-wide strategy to promote positive behaviours for learning and the management of incidences in the school.

- Collaboratively develop the roles, responsibilities and key performance measures for all members of the school leadership team and school support staff. Ensure these roles and responsibilities are published and understood by all staff.

- Expand and embed approaches to coaching, mentoring, observations and feedback to develop capability for all staff. Develop a school-wide professional learning plan linked to the school's priority goals.

- Embed the process for monitoring the effectiveness and consistency in the classroom implementation of guided reading and teacher feedback mechanisms. Continue the planned observation process to provide capability building feedback and monitor changes in teacher practice.

- Build teachers’ data literacy skills so they can confidently identify starting points for teaching, tracking and analysing student learning and reflect on the effectiveness of their teaching and make adjustments in a timely manner with a particular focus on levels of achievement data across English, mathematics and science.