Background
Redbank Plains SS is a co-educational primary school, near Ipswich, from Prep - Year 7 with approximately 750 students.

Commendations:
- There has been considerable progress since the last Teaching and Learning Audit particularly in the areas of Explicit Improvement Agenda and Analysis and Use of Data.
- The school is to be commended on the improvement journey it has been on during the last 18 months. Students, staff members and parents all told stories of an improved culture, better student learning and behaviour.
- Staff members understand the importance of positive and caring relationships to successful learning and work to build mutually respectful relationships across the school community.
- Staff members appreciate the significant support offered by different members of the school leadership team.
- The reading strategies introduced to improve student outcomes were evident in the classrooms visited and there was evidence of student improvement.
- The Year 2 intervention program is effective and enabling students to improve their reading results significantly.

Affirmations:
- The leadership team and teachers have developed and are implementing an effective behaviour management program focusing on developing safe, respectful learners.
- Student data is being stored centrally using OneSchool and school spreadsheets are also used to measure and monitor progress.
- Students and staff members have a sense of belonging and pride in the school.
- The school has developed and implemented a variety of strategies to engage the local community on their improvement journey and there was evidence of an improved school reputation and greater engagement.
- The school has focused its human and financial resources on trying to meet the identified student needs.

Recommendations:
- Continue to develop and embed a school pedagogical framework with a particular focus on consistency of practice across the school and high standards and expectations for all students.
- Further develop the school wide process for differentiation which could include how students learn, how learning is structured, what students need to learn and how students demonstrate what they know with a particular focus on meeting the needs of students achieving in the top two bands and integrating higher order thinking skills within the curriculum.
- Monitor the special education program to ensure processes are consistent, systemic guidelines are addressed, student needs are being met and teachers are supported.
- Refine, develop and embed the data analysis process to inform and complement teaching practices and meet student needs.
- Ensure teachers consistently provide regular and timely feedback to students in forms that make clear what actions individuals can take to make further learning progress.
- Develop whole of school processes which will support teachers to visit classrooms and observe teaching, to learn from each other and to provide feedback focused on improving classroom teaching.