



# School Improvement Unit Report

## Redbank State School Executive Summary

# 1. Introduction

## 1.1 Background

This report is a product of a review carried out at Redbank State School from 9 to 12 June, 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

<b>Location:</b>	9 Brisbane Road, Redbank
<b>Education region:</b>	Metropolitan
<b>The school opened in:</b>	1915
<b>Year levels:</b>	Prep to Year 6
<b>Current school enrolment:</b>	262
<b>Indigenous enrolments:</b>	10 per cent
<b>Students with disability enrolments:</b>	11 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	931
<b>Year principal appointed:</b>	2014 (Acting)
<b>Number of teachers:</b>	10
<b>Nearby schools:</b>	Goodna State School, Raceview State School, Collingwood Park State School, Redbank Plains State High School
<b>Significant community partnerships:</b>	Nil
<b>Unique school programs:</b>	Levelled Literacy Intervention, Redbank Raptors (behaviour program), Gardening, Science, Homework, Breakfast and Craft Clubs



### 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 Assistant Regional Director
- a school visit of four days
- interviews with staff, students, parents and community representatives, including:
  - Principal
  - Master Teacher
  - Head of Curriculum (HOC)
  - Guidance Officer, Support Teacher Literacy and Numeracy (STLaN)
  - 11 classroom teachers
  - Three specialist teachers
  - Parents and Citizens' (P&C) association executive
  - 20 student leaders
  - 23 parents
  - Four community members
  - Students across the school

### 1.4 Review team

Esta Thiris	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer
Tony McGruther	External reviewer



## 2. Executive summary

### 2.1 Key findings

- The school presents as calm and positive and classes are orderly and purposeful. Students, staff and parents speak well of the school and value its small school culture. Facilities are very well maintained. The school presents as an attractive learning environment. This is supported by staff, students and parents.

- The school's improvement agenda as identified in the Annual Implementation Plan for 2015 includes: improve literacy, numeracy and science outcomes for students, student engagement and community confidence.

The principal and leadership team are committed to finding ways to improve on current student outcomes. School leaders have analysed school performance data and are aware of trends in student achievement which have informed the improvement agenda.

- The school is in the process of developing a school-based reading framework

Reading has been the school's priority throughout the current strategic plan and has been the continuing focus of the work of the leadership team.

- The school has a Responsible Behaviour Plan for Students that explains the school's behaviour expectations and protocols. This document has been collaboratively determined with staff and parent input.

School Wide Positive Behaviour Support (SWPBS) is the significant platform to support appropriate behaviour across the school. The school provides a range of positive incentives to acknowledge appropriate behaviour. Student, staff and parents report a significant improvement in the level of student engagement consequent to the implementation of SWPBS.

- There has been a formal process of teacher observation and feedback across the school.

There is some evidence that staff observe best practice in each other's classrooms and in other schools. Teachers indicated that they are open to receiving feedback on their teaching through a formal school-wide process. The principal intends to reintroduce formal mentoring, coaching, observation and feedback processes.

- The school has established and developed some beneficial partnerships with local businesses, community organisations and individuals to improve opportunities and learning outcomes for students.

The school maintains relationships with a number of community organisations including Goodna RSL and Redbank sub-branch RSL. These organisations fund and support the *breakfast club* and *munch and crunch*. The school has developed and facilitated a pre-Prep program over a number of years. This program is enacted in



Term 4. In 2014 the school hosted a well patronized playgroup program. These programs are valued by parents and staff.



## 2.2 Key improvement strategies

- Ensure that the clearly articulated whole school improvement agenda is narrow and sharp and is accompanied by appropriate and collaboratively determined targets, timelines, appropriate resourcing and professional development for all school personnel. Strengthen the school's communication strategies to ensure that all staff and parents have a clear understanding of the strategic direction of the school.
- Develop a whole school Professional Learning Plan aligned to a sharp and narrow school improvement agenda, including staff Annual Performance Plans, to effectively drive and support staff towards consistently high quality instruction.
- Further develop a systematic whole school approach to building teacher capacity. This approach includes high quality professional development linked to the school's improvement plan with coaching, mentoring, feedback and supervision processes to embed evidence based teaching and build consistency of delivery of teaching practices across the school.
- Continue to develop and embed a school-based reading framework grounded in research.
- Review the school's Responsible Behaviour Plan for Students for currency and effectiveness to determine its fit for purpose. Develop a comprehensive action plan to sustain and embed the ongoing implementation of SWPBS to support and enhance student wellbeing and support staff with appropriate professional development.
- Expand opportunities to engage parents and carers as partners in their children's learning.