

# Redbank State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Redbank State School** from **21 to 25 November 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Lesley Vogan	Internal reviewer, SIU (review chair)
Jason Manttan	Peer reviewer
David Curran	External reviewer



## 1.2 School context

<b>Location:</b>	Brisbane Road, Redbank
<b>Education region:</b>	Metropolitan Region
<b>Year opened:</b>	1865
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	185
<b>Indigenous enrolment percentage:</b>	13.5 per cent
<b>Students with disability enrolment percentage:</b>	3.78 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	917
<b>Year principal appointed:</b>	Semester 2, 2019 – acting principal 2016 – Semester 1, 2019 – substantive principal
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	12.20
<b>Significant partner schools:</b>	Bellbird Park State Secondary College, Collingwood Park State School
<b>Significant community partnerships:</b>	Deadly Choices, The Smith Family, Returned and Services League of Australia (RSL) Goodna, Kambu Health, Kummara Association Inc., Regional Community Education Counsellor (RCEC), Mercy Centre, Evolve, Mission Australia, Queensland Police Service (QPS), Queensland Ambulance Service (QAS)
<b>Significant school programs:</b>	Positive Behaviour for Learning (PBL), Student Wellbeing Centre – Student Wellbeing Officer (SWO), reading program – CAFÉ (Comprehension, Accuracy, Fluency, Expanding Vocabulary) framework, Savvy Scientists, leadership program – student transition officer and SWO, student council



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), pedagogy coach, PBL coach, guidance officer, SWO, nine teachers, grounds officer, nine teacher aides, Information and Communication Technology (ICT) technician, 20 parents and 40 students.

Community and business groups:

- Director Montessori Pathways Redbank and Evolve.

Partner schools and other educational providers:

- Student transition officer Bellbird Park State Secondary College.

Government and departmental representatives:

- Federal Member for Oxley and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	School newsletters and website
Investing for Success 2019	Strategic Plan 2016-2019
OneSchool	School budget overview
School pedagogical framework	Curriculum planning documents
School data plan	School differentiation plan or flowchart
School Opinion Survey	Responsible Behaviour Plan for Students
School Data Profile (Semester 1 2019)	Headline Indicators (April 2019 release)
Report card and NAPLAN update Semester 1 2019	School based curriculum, assessment and reporting framework



## 2. Executive summary

### 2.1 Key findings

#### **All staff members are united in their approach to student engagement and learning.**

Staff are committed to the belief that every student is an individual and is able to achieve positive outcomes. Students speak highly of the care afforded them and of the supportive nature of all staff members towards them. All staff members identify positive collegial relationships, and regularly meet for professional conversations.

#### **The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, and other community groups.**

Effective partnerships have been developed in response to identified needs within the school. The school maintains a family friendly atmosphere. There are a significant number of special events that parents and community members are invited to including the junior ball, Under 8's Day, Christmas markets, concert and sports days. The principal has demonstrated sensitivity in honouring the past and ensuring school traditions are sustainable and future-focused.

#### **The school has a team of enthusiastic and dedicated staff members who display strong commitment to the wellbeing and development of students.**

Staff members are highly valued by students. All staff members are committed to the school and the development of each other and students. Each staff member speaks highly of the support provided for one another. The principal places a high priority on the ongoing professional learning of staff members, and in particular, the leadership team. Time has been invested in building the capacity of members of the leadership team and has included the recognition of personal strengths and interests and Professional Development (PD) to enhance skills. The team meets regularly to discuss and develop school strategic direction and implementation of agendas.

#### **Staff members are enthusiastically working towards future student learning and wellbeing improvements.**

Staff at the school are collaborating on improvement agendas. Strategies for mapping a sharp and narrow improvement agenda that includes timelines for implementation, targets for improvement and strategies to measure school progress towards targets are emerging.

#### **The percentage of students achieving an 'A' to 'C' Level of Achievement (LOA) indicates significant improvement over the last four years.**

Moderation occurs on an informal basis in addition to a staff meeting. Protocols to maintain rigour in these professional conversations are yet to be established with year level teams. The leadership team is committed to promoting implementation of moderation processes within and beyond the school to promote rigorous conversations ensuring consistency of judgement in LOAs are maintained against the standards of the Australian Curriculum (AC).



**Curriculum planning processes in the school are beginning to be collaborative in nature with a commitment from teachers to implementing agreed curriculum units.**

Curriculum planning sessions occur termly with teacher relief support and are aimed at building teacher deeper understanding of the achievement standards and what key content, vocabulary and skills are required to be explicitly taught. School leaders recognise the value of promoting further conversations within the teaching team to monitor and track student performance over time that allow teachers to make effective judgements regarding student learning in relation to the achievement standards of the AC.

**There is joint understanding of, and commitment to, the importance of effective teaching practices to achieve student success.**

The pedagogical framework was developed in 2016. Staff members indicate a lack of clarity and ownership of this document. A school model of teaching and learning, based on Fisher's<sup>1</sup> Gradual Release of Responsibility (GRR), is better understood by staff members. Many staff members articulate an awareness of the pedagogical framework. They indicate a lack of understanding of the framework and the relevance of its application in their everyday work.

**School leaders recognise the value of targeted PD regarding staff capacity to deliver on the school improvement priorities.**

There is alignment between the school priorities and PD of staff members through emerging collaborative planning opportunities. A professional learning plan or framework is yet to be developed. Staff meetings provide the vehicle for collaborative sharing and case management discussions.

**Staff members place a high priority in meeting the learning and wellbeing needs of all students.**

Through the development of positive and respectful relationships with students, staff members endeavour to build supportive and challenging learning environments that allow students to feel confident to engage in their learning, learn from their mistakes, and celebrate their successes. The Student Services Support (SSS) team is adopting a case management approach for identified students with wrap-around services to address wellbeing, behaviour and academic needs. The SSS team, guidance officer and student wellbeing officer work closely with families and outside agencies to establish pre-conditions for student learning. The school has commenced developing individual behaviour plans, risk management plans and personalised learning plans for students.

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<sup>1</sup> Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).





**The school has worked to consolidate Positive Behaviour for Learning (PBL) practices in the last four years.**

This consolidation has created classroom environments in which teachers are concentrating less on behaviour management strategies and more on differentiating the curriculum to meet the learning and wellbeing needs of students. Teachers are confident the teaching practices they have developed over their teaching careers enable them to improve student learning outcomes. Students express the belief that teachers establish the correct challenge for them in their classroom work and help is always provided when required.



## 2.2 Key improvement strategies

Refine the school Explicit Improvement Agenda (EIA) to include the precise strategies and actions in addition to timelines and targets that will support all staff members to build a deep understanding of the agenda and effectively implement improved student learning.

Collaboratively develop a facilitated curriculum planning process that includes before, during and after moderation.

Promote conversations within the teaching team to monitor and track student performance over time to allow teachers to make effective judgements regarding student learning in relation to the achievement standards of the AC.

Collaboratively review the school's pedagogical framework to ensure it is reflective of agreed practices for teaching and learning, is considered in curriculum planning processes, and is consistently implemented across the school.

Develop a professional learning framework that draws on the Annual Performance Review (APR) process of agreed high-yield strategies supported by targeted PD and continual coaching, modelling and feedback.