

Redbank Plains State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 Plains State High School** from **11 to 14 September 2017**.

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 consider 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.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

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

1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Jennifer Maier	Peer reviewer
Trevor Gordon	External reviewer
Lynne Foley	External reviewer



1.2 School Context

Location:	Willow Road, Redbank Plains
Education region:	Metropolitan Region
Year opened:	1987
Year levels:	Year 7 to Year 12
Enrolment:	1 735
Indigenous enrolment percentage:	7.55 per cent
Students with disability enrolment percentage:	6.34 per cent - AIMS (Adjustment Management Information System) 17.75 – NCCD (Nationally Consistent Collection of Data on School Students with Disability)
Index of Community Socio-Educational Advantage (ICSEA) value:	923
Year principal appointed:	Semester 2, 2017
Full-time equivalent staff:	137
Significant partner schools:	Bellbird Park State Secondary College, Bremer State High School, Bundamba State Secondary College, Springfield Central State High School, Woodcrest State College
Significant community partnerships:	Strategix Training Group, K S Easters Transport, DB Schenker: genR8, University of Queensland (UQ); Mindfields/Student Ambassadors, TEC (Technical Education for Communities) program (Cummins et al), Achieving Results Through Indigenous Education (ARTIE)/Broncos , The Smith Family
Significant school programs:	Sirius selective-entry academic extension program (Years 7 to 9), Sports Development Programs: rugby league, soccer and volleyball, Platters on Willow catering venue, Choices not Chances program, Totally Employed program, Marching Band



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, Parents and Citizens' Association (P&C) president, nine parents, 93 teachers, 103 students, guidance officers, Community Liaison Officer (CLO), Transitions Officer, Community Education Counsellor (CEC), Pacific Islander Liaison Officer, community relations officer, two administration officers, school-based police officer and Business Manager (BM).

Community and business groups:

- Coordinator WestTEC Trade training centre.

Partner schools and other educational providers:

- Redbank Plains State School, Augusta State School, Collingwood Park State School and WoodLinks State School.

Government and departmental representatives:

- State Member for Bundamba, Federal Member for Blair and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	School Opinion Survey
Investing for Success 2017	School data plan
Headline Indicators (2017)	School Data Profile (Semester 2, 2017)
OneSchool	School budget overview
Responsible Behaviour Plan	Curriculum planning documents
School improvement targets	School differentiation plan or flowchart
School pedagogical framework	Professional development plans
School based curriculum, assessment and reporting framework	School newsletters and website



2. Executive summary

2.1 Key findings

The school leadership team is committed to finding ways to improve on current student outcomes.

Staff and parents applaud the appointment of a permanent principal after recent changes in leadership. Most teachers interviewed highlight the sense of united and collegial support within departments as a key strength of the school culture.

Curriculum plans make clear what teachers should teach and when, and what students should learn.

Considerable progress has been made regarding the implementation of the Australian Curriculum (AC). Faculty teams are collaboratively reviewing unit plans and assessment to ensure authenticity against the AC.

The Explicit Improvement Agenda (EIA) documents data, differentiation and Directed Reading Thinking Activities (DRTA) as the school's priorities.

Most teachers and Heads of Department (HOD) articulate reading as the school priority with some referring to data and differentiation. Explicit whole-school targets are established. The rigour and depth of the systematic review of progress in line with school targets are not yet consistent across the school. A clear and collaborative strategic planning process outlining vision, values, priorities and targets aligned to mandatory expectations is not yet apparent.

The school leadership team promotes the use of differentiated teaching as a strategy for ensuring that every student is engaged and learning successfully.

Most teachers utilise a differentiation placemat to record student profiles with associated differentiation strategies. Some teachers do not refer to the placemat in planning and practice beyond the start of year. Some teachers are not yet confident in the correlation of data sets to differentiation strategies. Review and feedback from leaders regarding differentiation are as yet limited.

Individual Curriculum Plans (ICP) are developed by Special Education Program (SEP) staff members for verified students as required.

These plans are predominantly utilised by staff members in the SEP. Recent moves to include the Head of Special Education Services (HOSES) in executive team meetings have been applauded by SEP staff members. A range of differentiation strategies is utilised in the SEP including multiage curriculum and practice.



The Responsible Behaviour Plan outlines high expectations for behaviour.

Conversations with teachers and school leaders indicate that consequences are not always applied consistently across the school. Teachers, school leaders and students indicate that interruptions to teaching are frequent. Some teachers demonstrate exemplary approaches to behaviour management.

School leaders are explicit regarding their desire to view effective teaching occurring throughout the school.

A lack of clarity regarding what this might look like exists. A clear and consistent school-wide approach to in-class teaching practice, including Explicit Instruction (EI), is not yet apparent. Teachers variously identify Fisher and Frey's¹ Gradual Release of Responsibility (GRR), problem solving and higher order thinking as pedagogical approaches. Many teachers articulate a desire for a more explicit approach to classroom instruction and teaching methodology to be described through the pedagogical framework.

The principal and school leaders recognize the importance of building an expert teaching team as a prerequisite for delivering high quality learning outcomes.

A whole of school structured approach to review, mentoring, coaching and feedback regarding school priorities, is yet to be developed and implemented. There is evidence of some classroom observations with limited feedback.

A wide range of community partnerships that provide engagement of students in learning and vocational pathways is apparent.

Students, parents and staff members commend the wide range of vocational opportunities for students that occur as a result of proactive teachers building partnerships with the business community.

¹ Fisher, D., & Frey, N. (2013). *Better learning through structured teaching: A framework for the gradual release of responsibility*. ASCD.



2.2 Key improvement strategies

Review and redevelop the whole-school approach for the effective management of student behaviour.

Identify and implement a research-based pedagogical framework as the basis of an explicit approach to teaching practice for the whole school.

Develop and implement a collaborative strategic planning process to clarify and communicate vision, values, priorities and targets aligned to an explicit process of instructional leadership.

Develop, implement and quality assure a whole-school systematic approach to review, mentoring and coaching that includes supervisory, instructional and peer to peer coaching.

Develop a school professional learning plan that includes further Professional Development (PD) and coaching in differentiation strategies linked to individual data, particularly to cater for students with disability in mainstream classes.