

# Redbank Plains State High School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Redbank Plains State High School acknowledges the shared lands of the Yuggera and Ugarapul peoples of the Yuggera language region. We pay our respects to their Elders, past and present.

### About the school

Education region	Metropolitan South Region
Year levels	Years 7 to 12
Enrolment	1572
Aboriginal students and Torres Strait Islander students	9.4%
Students with disability	16.4%
Index of Community Socio-Educational Advantage (ICSEA) value	934

### About the review

 4 reviewers from 27 to 30 May 2025	 317 participants	 120 school staff
 172 students	 8 parents and carers	 15 community members and stakeholders

### Key improvement strategies

**Domain 1: Driving an explicit improvement agenda**  
Review and refine the Annual Implementation Plan with key improvement priorities to support a shared commitment to the improvement agenda, purposeful and staged enactment of strategies, and consistent school-wide practices.

**Domain 6: Leading systematic curriculum implementation**  
Implement consistent and rigorous quality assurance processes for curriculum and teaching to ensure the intended curriculum is aligned to the Australian Curriculum (AC) and enacted in all classes.

**Domain 8: Implementing effective pedagogical practices**  
Formalise processes for teachers to discuss and review pedagogies when planning curriculum to identify teaching strategies most appropriate for engaging, challenging and extending all learners.

**Domain 2: Analysing and discussing data**  
Build a school-wide approach for analysing student achievement data to inform unit planning and pedagogical decisions in all classrooms.

**Domain 8: Implementing effective pedagogical practices**  
Build the teaching team’s knowledge of evidence-informed strategies for teaching reading, to foster shared commitment to a whole-school approach to teaching reading through the AC.

**Domain 7: Differentiating teaching and learning**  
Collaboratively develop collective knowledge of evidence-informed inclusive education practices and departmental policies to inform, and build a shared commitment to, a whole-school approach to inclusive education.

### Key affirmations



**Students and staff celebrate a culture of care that supports wellbeing, respectful relationships and shared responsibility for learning.**

Students describe feeling safe, supported and valued within the school environment. Staff highlight the importance of positive, trusting relationships as foundational to student success and wellbeing. Leaders and teachers articulate that a shared ethos of care underpins all interactions and drives a collective commitment to student growth. They describe how this culture is reflected in the way staff collaborate to ensure every student is known, cared for and supported in their learning journey.



**Teachers affirm a collegial culture where professional collaboration, shared expertise, and mutual support enhance teaching and learning outcomes.**

Staff speak positively about the school’s strong professional ethos, where collaboration is embedded in daily practice. Teachers appreciate structured opportunities for professional learning, such as Curriculum Focus Group meetings and ‘Quick IMPACT’ (Inspire, Model, Practice, Apply, Connect and Transform) sessions, which allow them to share effective teaching strategies. Staff recognise how leaders reinforce the value of collaboration by prioritising time within the timetable for staff to work together. They remark the collegial environment fosters continuous improvement and builds collective efficacy across the teaching team.



**Parents and community members express deep appreciation for the school’s inclusive culture and long-standing commitment to student success, which enhances student outcomes and sense of belonging.**

Parents describe the school as a place where their child feels a strong sense of belonging and is supported by dedicated staff. Community members acknowledge the sustained efforts of staff members, including many long-term staff, to support students’ academic and non-academic needs and foster a family-like atmosphere. Leaders describe how they actively engage with families through forums and surveys, ensuring community voice informs school priorities. Members of the school community articulate this mutual respect and trust strengthens partnerships and enhances student outcomes.



**Students and staff celebrate cultural diversity as a strength, recognising inclusive practices and events that honour identity and belonging make them feel seen and valued.**

Students highlight events such as Harmony Day as meaningful opportunities to celebrate their cultural backgrounds and feel seen and valued. Staff affirm that diversity is embraced across the school, contributing to a rich and inclusive learning environment. Leaders describe partnerships, such as with the Queensland African Community Council, that support cultural engagement and student leadership. They explain these initiatives reflect the school’s commitment to equity, inclusion, and cultural recognition.