

Redbank Plains State High School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Redbank Plains State High School** from **23 to 26 November 2021**.

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.

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

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

1.1 Review team

| | |
|----------------|---------------------------------------|
| Shona McKinlay | Internal reviewer, EIB (review chair) |
| Noel Rawlins | Peer reviewer |
| Kym Amor | Peer reviewer |
| Tom Robertson | External reviewer |



1.2 School context

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|--|--|--------------|
| Location: | Willow Road, Redbank Plains | |
| Education region: | Metropolitan Region | |
| Year levels: | Year 7 to Year 12 | |
| Enrolment: | 1490 | |
| Indigenous enrolment percentage: | 9 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 7.2 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 15 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 925 | |
| Year principal appointed: | July 2017 | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, Business Manager (BM), 14 Heads of Department (HOD), three deans of students, two year coordinators, two guidance officers, industry liaison officer, chaplain, Community Liaison Officer (CLO), Pacific Islander liaison officer, Indigenous community engagement counsellor, communication and community relations officer, canteen manager, success coach, digital pedagogy coach, Support Teacher Literacy and Numeracy (STLaN), two schools officers, transition engagement officer, Link and Launch manager, three administration officers, nine teacher aides – including Special Education Program (SEP) transition coordinator, re-engagement centre and senior study room coordinator, two cleaners, 39 teachers, 84 students, 13 parents and Parents and Citizens' Association (P&C) president.

Community and business groups:

- Queensland Police Service (QPS) initiative African Excellence, Australian Business and Community Network (ABCN) program manager and facilitator, director of youth engagement Link and Launch, chief commercial officer of IVET, manager of Redbank Plains Community Centre and director of Peer Power.

Partner schools and other educational providers:

- Principal of Fernbrooke State School, principal of Milpera State High School, principal of Woodlinks State School, principal of Redbank Plains State School, WestEC Trade Training Centre (TTC) and University of Queensland (UQ) Young Achievers Program.

Government and departmental representatives:

- State Member for Bundamba and ARD.

1.4 Supporting documentary evidence

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|--|---|
| Annual Implementation Plan 2021 | Faculty Action Plans 2021 |
| Investing for Success 2021 | Revised Strategic Plan 2020–2023 |
| School budget overview | School Data Profile (Semester 1, 2021) |
| OneSchool | Headline Indicators (October 2020 release) |
| Professional learning plan 2021 | Curriculum planning documents |
| Schools Online Reporting Dashboard | Faculty Action Plans |
| School data plan 2021 | School Facebook and website |
| Self-Efficacy Action Plan | Student Code of Conduct |
| Attendance Action Plan | Community Partnerships Action Plan |
| Staff Wellbeing Action Plan | School improvement targets |
| Reading and Writing Improvement Plan 2021 | School Opinion Survey – 2019 |
| | School Opinion Survey – 2021 |
| Whole School Curriculum and Assessment Plan 2021 | School pedagogical framework (NASOT Action Plans) |



2. Executive summary

2.1 Key findings

There is a sense of pride and collective ownership in the school.

Staff, students, parents and community stakeholders are committed to the school's success and ongoing improvement. The school appreciates, acknowledges and embraces a rich variety of cultural backgrounds that create the community. Students and teachers positively acknowledge the cultural inclusivity that is apparent within the school community. Students display a sense of pride in being a student of the school and refer to the strong sense of community the school has created. Students describe their teachers as highly committed to their successful learning and wellbeing. The school is viewed as promoting a positive and caring environment for students, whereby the nurturing of wellbeing and mental health for students is a strength. Parents express appreciation for the educational opportunities and extensive range of experiences made available to their child. Parents and students appreciate the additional time that teachers and support staff invest in their education and extracurricular activities. Genuinely respectful and caring relationships are apparent in interactions between staff and students.

School staff have a deep commitment to improving student learning and outcomes.

Staff are compelled by the belief that all students are able to learn and be successful. They recognise that success looks different for individual students and strive to provide opportunities for every student to be successful. Parents, students and community members articulate a belief that the school has a volume of expert teachers that are committed to providing the diverse range of students with an education that will prepare them for their chosen pathway for the future. Most teachers express high levels of satisfaction with teaching at the school with staff retention being a strong indicator of satisfaction. Staff are committed to the school and its students, and value opportunities for professional learning and collaboration. Teachers comment that teacher aides and support staff are considered an integral part of the school team.

Staff speak highly of the levels of collegiality and support within their work teams.

Staff articulate that their faculties provide support, collegiality and the sharing of resources to enhance capability. Many staff speak positively with regards to personal capability building. Staff identify a desire for greater school-wide collaboration to enhance the sense of a whole-school united team. Some staff express a degree of concern regarding the level of communication, collaboration and consultation between teaching and non-teaching staff and the school executive team. Greater opportunities for staff agency and voice are coveted. Many staff identify a desire for members of the leadership team to be more present and visible across the school and within classrooms and learning environments.



The school has created an improvement plan based on systemic priorities and localised trends.

School leaders are determined to understand emerging trends to identify future school priorities. Results have been the driving force in the development of the improvement agenda. The Revised Strategic Plan 2020–2023 outlines eight improvement priorities, with success indicators, strategies and timelines for each priority. There are four systemic priorities and four school-based priorities. The systemic priorities are focused on student attendance, pedagogy — New Art and Science of Teaching (NASOT), Australian Curriculum (AC) and the new senior curriculum. The school-based priorities are improvement in reading and writing, student self-efficacy, community partnerships, and staff wellbeing and collaboration. The 2021 Annual Implementation Plan (AIP) outlines the same eight school priorities. Many staff are able to identify some of the improvement priorities. Many teachers and leaders articulate the need to narrow the breadth of priorities to bring about deep understanding, commitment and effective implementation of school priorities.

Staff express an absolute commitment to the school and its students, and understand the importance of continuous improvement in their teaching practice.

The school expects all staff to be highly committed to the continuous improvement of teaching and learning with a focus on the development of required knowledge and skills to enhance student outcomes. Teachers and Heads of Department (HOD) express valuing the opportunities for intentional collaboration. Some teachers and HODs articulate a desire for executive leaders to drive the development of instructional leadership to support the broader leadership team in further developing teacher capability. Some leaders outline a desire for authentic opportunities for collaboration and consultation in driving the strategic agenda of the school. Some leaders and teachers articulate the belief that further development of collaborative and consultative processes would positively impact on the unity and commitment within the leadership team and across the school.

The executive team acknowledges the benefits of a systematic approach to providing regular and detailed feedback to teachers.

Some school leaders, particularly HODs, have visibility in the school through their interactions with teachers within their faculty areas. Many teachers articulate that processes regarding receiving structured feedback on their pedagogy and classroom practice, in addition to supporting strategies and processes to facilitate structured opportunities to learn from others through observation and conversation, are key to their professional growth. A consistent approach for teacher observation, feedback, coaching and mentoring as a means of developing and improving teaching and pedagogical practices is yet to be established in the school. Many teachers indicate that formal observation and feedback on their classroom teaching would be the next step in their Professional Development (PD). Teaching staff identify the need for a collegial engagement framework to provide a structured approach to observation, feedback, coaching and mentoring.

Teachers and leaders recognise that data analysis is critical to the understanding of learners' needs and future learning experiences.

Most teachers express a desire to understand where students are at in their learning, including performance levels, current knowledge, skills, learning difficulties and misunderstandings to identify starting and intervention points for teaching. Data is used for placement of students into specialised classes such as Focused Intensive Teaching (FIT) literacy and numeracy intervention, and Sirius academic extension classes. Teachers comment that some HODs work with their whole faculty to analyse and discuss cohort and class data and speak to individuals to hear the story behind class and student data. The use of data to determine starting points for learning and the use of OneSchool as a source of data, as outlined in the data plan, are yet to be apparent across the school. The use of informal formative assessment techniques is valued by teachers. Utilising formalised formative assessment at junctures in learning is viewed as a pedagogical priority. The use of data to monitor progress and track improvements in student outcomes varies. Some teachers indicate that improvement in data literacy is required to progress their understanding of how to make adjustments to improve outcomes.

The 'REAL' values are a powerful driver of the school culture.

Students, staff and the wider community articulate a strong resonance with the school values of 'Respect, Excel, Attend, Learn' (REAL). The REAL values permeate across the Positive Behaviour for Learning (PBL) program, attendance monitoring, and both relational and academic engagement. These values are continually referenced within the school community and have been adopted as the pathway to success for all students. The REAL values are explicitly taught within Access lessons, and are clearly referenced in school-wide communication including whole-school assemblies and newsletters. School-wide artefacts promoting positive behaviour and reiterating the REAL values are viewed positively by students and staff. Most classrooms and learning environments are calm and conducive to productive teaching and learning.

Through a broad range of partnerships, the school endeavours to ensure opportunities are available to support and enhance student achievement and wellbeing.

The school motto of '*Learning First, Leading Tomorrow*' outlines the belief that learning is the key to a successful future for all students. The school actively seeks ways to enhance student learning and wellbeing by partnering with other education and training institutions, businesses, community organisations and the broader community. The school vision articulates the provision of a fair and safe educational environment where all are able to learn to the best of their ability and students develop the confidence to choose their life pathways and have the means to achieve them. The broad range of partnerships within and external to the school supports students in achieving their goals. School staff articulate valuing the importance of parents as partners in the education of students, and are committed to exploring strategies to further engage parents and caregivers.



2.2 Key improvement strategies

Provide opportunities for greater collaboration, consultation, transparent communication, and staff and community agency and voice, to enhance positive and trusting relationships.

Consult with staff and collaboratively develop a narrow, and explicit, improvement agenda to bring about understanding, commitment and effective implementation of school priorities.

Develop and implement collaborative practices and enhance the instructional leadership skills of the leadership team to bring about a united and committed approach to school improvement.

Collaboratively develop and implement a whole-school collegial engagement framework that includes, observation, feedback, coaching and mentoring processes.

Enact and monitor the data processes outlined in the school data plan for academic progress and planning, faculty planning, faculty and subject data analysis, case management and class data cycles.