



School Improvement Unit Report

Redbank Plains State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Redbank Plains State High School from 3 to 6 August 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

Location:	Willow Road, Redbank Plains
Education region:	Metropolitan
The school opened in:	1987
Year levels:	Year 7 to Year 12
Current school enrolment:	1735
Indigenous enrolments:	8 per cent
Students with disability enrolments:	5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	928
Year principal appointed:	2015
Number of teachers:	134
Nearby schools:	Redbank Plains State School, Goodna State School, Kruger State School
Significant community partnerships:	KS Easters (GenR8)
Unique school programs:	Choices Not Chances (GenR8), Platters on Willow, sporting development programs in rugby league, soccer and volleyball



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 and four deputy principals
 - Head of Special Education Services (HOSES), 12 Heads of Department (HODs), three Deans of Students and six Year Coordinators
 - Business Services Manager (BSM)
 - More than 50 classroom teachers
 - Three teacher aides and three community liaison officers
 - Three ancillary staff
 - Over 70 students
 - Parents and Citizens' Association (P&C) president and 10 parents
 - Principals from four feeder primary schools
 - Ipswich City Mayor, Paul Pisasale
 - Two community representatives

1.4 Review team

Jenny Maier	Internal review, SIU (review chair)
Leon Proud	Internal reviewer, SIU
Rob Gilbert	External reviewer



2. Executive summary

2.1 Key findings

- The school leadership team is united, committed to and explicit about their mantra ‘High Performance is Everybody’s Business’ to provide every student with opportunities to achieve success along their chosen pathway.

The School Annual Implementation Plan (AIP) articulates 11 key priorities. The school’s four core values – Respect, Excel, Attend, Learn – are known and understood by all members of the school community. There is evidence of a strong focus on creating a disciplined learning environment particularly through the implementation of School Wide Positive Behaviour Support (SWPBS) over the last few years.

- The school has developed a pedagogical framework based on a number of researched approaches.

Teachers are aware of the importance of the use of the Direct Reading - Thinking Activity (DR-TA) reading comprehension strategy, the Gradual Release of Responsibility model and backward mapping in planning and delivery of lessons. They have indicated a desire for further professional development in order to fully implement the models.

- The school leadership team recognises the importance of professional learning in developing and supporting high quality teaching.

There is some evidence of the use of observation, feedback, coaching, modelling and sharing of effective practice to develop performance. Teachers consistently indicate that they are keen to receive further support in developing their teaching practice.

- Staff, students, parents and community members report improvements in the learning environment and student behaviour in recent years.

Staff, students and parents believe that behaviour has improved as the result of the implementation of School Wide Positive Behaviour Support (SWPBS), which is led by a SWPBS team. This team meets fortnightly to discuss data and determine the focus areas for weekly Access lessons.

Student Disciplinary Absence (SDA) data remains high. Some teachers believe that they would benefit from further professional development in specific strategies for maintaining a positive classroom environment and managing inappropriate behaviour.

- Faculties have documented year level, term and unit plans for curriculum and assessment with varying degrees of detail and comprehensiveness.

School priorities such as DR-TA, backward mapping and the Gradual Release of Responsibility are being incorporated into unit and lesson plans.



- A draft Data Collection and Analysis Plan has been developed to promote the systematic analysis and discussion of data on student outcomes.

Components of this plan are in place and there are examples of quality practice in some faculties.

- Differentiation of teaching and learning is promoted within the school and is focused primarily on supporting students whose performance is identified as being below benchmarks.

Teachers are eager to develop their knowledge of specific strategies to differentiate teaching and learning.

- The school is well resourced.

Through additional funding sources, several positions have been created to meet the diverse needs of students and there is evidence to indicate the success of these decisions.

- The school makes deliberate and strategic use of a range of partnerships to improve student outcomes.

These partnerships are an accepted part of the school and its community and are used to broaden student knowledge, increase engagement levels and facilitate successful transitions.



2.2 Key improvement strategies

- Narrow and sharpen the focus of the school's improvement agenda and clearly define deliverables.
- Simplify and sharpen the focus of the pedagogical framework to ensure clarity of understanding and consistency of teaching practice.
- Develop a professional development plan that is aligned with the priorities of the school's improvement agenda and incorporates systematic observation, feedback, coaching and mentoring processes.
- Identify and implement a behaviour management approach that incorporates specific skills for teachers and monitor its effectiveness.
- Develop a whole school curriculum plan which ensures a consistent collaborative approach to school priorities across faculties, and a developmental approach to learning and higher order thinking.
- Fully implement the Data Collection and Analysis Plan to ensure high quality and consistent data analysis, discussion and application across all faculties.
- Develop a whole-school approach to differentiation and associated professional development, including detailed classroom strategies and enrichment for more able students.
- Strategically plan resourcing to ensure the sustainability of priority initiatives aligned with the school improvement agenda.