

Redland Bay State School

Executive summary

1. Introduction

This report is a product of a school review carried out by the School and Region Reviews (SRR) branch at **Redland Bay State School** from **16 to 18 October 2023**.

The report presents an evaluation of the school's performance against the 9 domains of the [National School Improvement Tool](#). From this, the school identified affirmations – the achievements, successes and celebrations over the previous 4 years – and improvement strategies, the next steps for improvement, to inform the school's next 4-year strategic planning cycle. For more information regarding the SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Timelines and next steps

School reviews play an important role in each school's planning and improvement cycle. They inform and complement the work of the school in leading continuous improvement and ensuring quality learning outcomes for children and young people in Queensland.

Findings from the school review can be used to inform school planning processes. The [School Performance](#) policy and resources provide further information regarding the development of strategic and annual implementation plans.

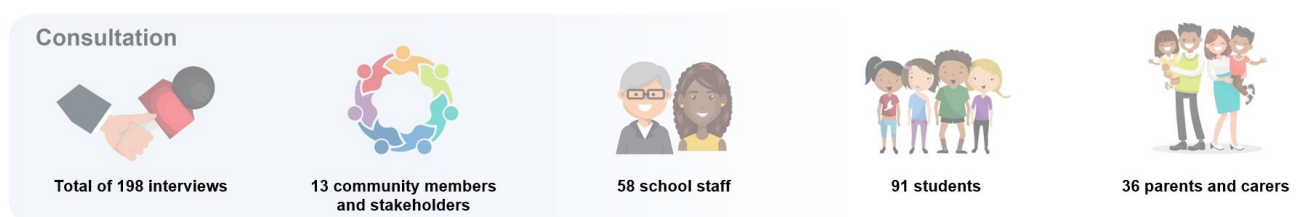
Schools will publish the executive summary on the school website within 2 weeks of the school receiving the report.

The principal will meet with their School Supervisor to discuss the review findings and improvement strategies, and discuss next steps in planning for continuous improvement.

1.2 Review team

Scott Medford	Internal Reviewer, SRR (review chair)
Susan Beatty	Peer Reviewer
Paul Herschell	External Reviewer
Wayne Troyahn	External Reviewer

1.3 Contributing stakeholders



1.4 School context

Indigenous land name:	Quandamooka We acknowledge the shared lands of the Quandamooka nation and the Goenpul, Ngugi and Noonuccal original First Nations Peoples of the Region. The Jandai language is spoken in the Quandamooka region.
Education region:	Metropolitan South Region
Year levels:	Prep to Year 6
Enrolment:	919
Indigenous enrolment percentage:	8.7%
Students with disability percentage:	21.1%
Index of Community Socio-Educational Advantage (ICSEA) value:	998

1.5 Snapshot of previous school review

The last review carried out at the school was conducted from **17 to 19 June 2019**. The school's Index of Community Socio-Educational Advantage (ICSEA) at the time of the 2019 review was identified as 1006 and the school enrolment was 975 with an Indigenous enrolment of 6.8% and a student with disability enrolment of 5.7%.

The key improvement strategies recommended in the review are listed below.

- Collaboratively refine the focus of the current Explicit Improvement Agenda (EIA) to clearly specify improvement strategies, roles, responsibilities, accountabilities and timelines for implementation. (Domain 1)
- Strengthen the instructional leadership capability and unity of the administration team and other school leaders to drive the EIA and whole-school inclusive processes. (Domain 5)
- Collaboratively review the whole-school pedagogical framework to deepen teaching staff knowledge and understanding of high-yield pedagogies and quality assure the implementation of agreed pedagogical practices. (Domain 8)
- Further develop the whole-school curriculum, assessment and reporting framework to include consideration for the development of locally relevant units that link to the general capabilities of the Australian Curriculum (AC) in addition to a plan to implement the school's writing framework. (Domain 6)
- Develop an agreed, formalised and systematic whole-school approach to observation, feedback, modelling and coaching, including Quality Assurance (QA) processes implemented by school leaders, to strengthen school-wide teaching practices. (Domain 8)

2. Executive summary

2.1 Key affirmations

Zones of Regulation¹ is celebrated as a consistent practice across the school.

Students express knowledge of the Zones of Regulation and describe these in detail. Teaching staff outline some of the activities the school has employed to meet the learning and wellbeing needs of students. The principal articulates how widespread this practice has become and the procedures used to ensure this program is consistently implemented across the school. Staff express appreciation for Professional Development (PD) received to support these practices.

Teaching and non-teaching staff speak positively about collegial teams.

Staff describe how they support and care for one another in working towards a common goal, such as the school's focus on writing. School leaders have established scheduled meetings to provide colleagues with opportunities to engage in collaboration. Professional Learning Team (PLT) and Year Level Team (YLT) meetings are highlighted by teaching staff as valued opportunities to share expertise and resources. Teachers express appreciation for the support they receive in classes from inclusion teachers and teacher aides.

A comprehensive, systematic plan for curriculum is documented and known by teachers.

A planning booklet clearly articulates 3 levels of planning, including whole-school, year/band plans and unit plans. Teachers indicate they highly value the support they receive in relation to planning materials and shared curriculum resources. Unit plans have either been adapted from the Curriculum into the Classroom (C2C) resource or developed locally as part of the school inquiry approach initiative. Three frameworks that describe the teaching of writing, reading and Mathematics are widely referred to, and teachers articulate how the documents are helping to build strong and consistent literacy and numeracy pedagogies.

Leaders work with the local community to establish culturally safe practices.

Staff aim to maximise the engagement in learning of Aboriginal students and Torres Strait Islander students. They highlight actions that support this, including Welcome to Country negotiated with the community, local language use in classrooms, murals around the school, establishment of a bush garden, and planning for a Yarning Circle. The guidance officer works closely with the Yulu-Burri-Ba Community Health Clinic to provide health checks that support early and ongoing interventions for Aboriginal students and Torres Strait Islander students and families.

¹ Kuypers, L. M. (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing.

2.2 Key improvement strategies

Domain 1: An explicit improvement agenda

Create a distributed leadership model, aligned to portfolio action plans assigned to leaders, to provide a systematic and sustained approach to implementing the EIA.

Prioritise the 'purposeful visibility' of all leaders, including leading, modelling and working alongside teachers and students, to advance their instructional leadership capability and ensure intended action plans are enacted.

Domain 7: Differentiated teaching and learning

Review the whole-school approach to inclusive education, using the Department of Education (DoE) Signposts for school improvement – Inclusive education to collaboratively identify attitudes, behaviours, and practices, to drive future initiatives.

Domain 8: Effective pedagogical practices

Broaden teachers' capabilities in determining and deploying agreed inquiry-based pedagogical approaches to align with the school curriculum plan.

Domain 6: Systematic curriculum delivery

Strengthen teachers' and leaders' capability in collaboratively designing quality assessment and marking guides to support challenging, engaging student inquiry and facilitate effective teaching and moderation.