

Redland Bay State School

Executive Summary





Contents

1. Introduction	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies	9



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Redland Bay State School** from **17 to 19 June 2019**.

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 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

Darren Marsh	Internal reviewer, SIU (review chair)
John Collins	Internal reviewer
Jo Diessel	External reviewer



1.2 School context

Location:	Gordon Road, Redland Bay
Education region:	South East Region
Year opened:	1881
Year levels:	Prep to Year 6
Enrolment:	975
Indigenous enrolment percentage:	6.8 per cent
Students with disability enrolment percentage:	5.7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1006
Year principal appointed:	2019 – acting
Day 8 staffing teacher full-time equivalent (FTE):	64
Significant partner schools:	Victoria Point State High School, Victoria Point State School, Mount Cotton State School, Macleay Island State School, Russell Island State School
Significant community partnerships:	The Cage (Creating a Good Environment) Youth Foundation, Bendigo Bank, Shore Hope Presbyterian Church, Robotics Playground, Griffith University Science, Technology, Engineering and Mathematics (STEM), local childcare centres including Redland Bay Early Education Centre, Grasshoppers Early Learning Centre
Significant school programs:	Writing conferencing, Close Reading, Repeated Reading, Speech Sound Pics (SSP), Intervention program, Active Maths, Problem solving, STEM, Focus 20, Student Support Zone



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three deputy principals, Head of Curriculum (HOC), Head of Special Education Services (HOSES), literacy coach, numeracy coach, Science Technology Engineering and Mathematics (STEM) coach, two Support Teachers Literacy and Numeracy (STLaN), Business Manager (BM), 20 teachers, Language Other Than English (LOTE) teacher, physical education teacher, music teacher, 26 teacher aides, four Special Education Program (SEP) teachers, guidance officer/Indigenous Champion, 47 parents, 96 students and Parents and Citizens' Association (P&C) president and treasurer.

Community and business groups:

- Representative from the Cage Youth Foundation, representative from Robotics Playground and representative from the Shore Hope Presbyterian Church.

Partner schools and other educational providers:

- Principal Victoria Point State High School, principal Macleay Island State School and Grasshoppers Early Learning Centre representative.

Government and departmental representatives:

- State Member for Redlands and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plans 2016 -19	Explicit Improvement Agenda 2019
Investing for Success 2019	Data Conversations: reading and writing
Headline Indicators (April 2019 release)	School Data Profile (Semester 1, 2019)
OneSchool	School budget overview
Action Research document	Curriculum planning documents
Report cards	Differentiation strategies
School pedagogical framework	Annual Performance Development Plans
School based assessment schedule	School newsletters and website
School Opinion Survey	Responsible Behaviour Plan for Students
Moderation Plan	Reading / Writing / Mathematics Frameworks
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

The school is driven by the belief ‘*every student succeeding*’ in supporting the whole child to learn and achieve positive outcomes.

The school motto ‘*Better by Learning*’ forms the mantra to engage all staff, students, parents and the school community. Staff members identify a strong culture of collegiality and mutual trust. A positive and welcoming environment including a calm, friendly and ordered tone is apparent at the school. The school welcomes parent input and involvement, and views parents, families and community members as important partners in the life of the school.

Professional Learning Teams (PLT) are established in each year level to align teaching and learning to the school priorities of reading, writing and numeracy.

Each PLT is led by a teacher facilitator and team meetings focus on the collaborative analysis of data in the school priority areas and on teaching strategies deployed to improve student outcomes. A cycle of inquiry is utilised as the basis of this joint analysis of data and the development of improvement strategies. Staff members comment positively regarding their involvement in PLTs and the opportunities these provide to collaboratively share curriculum, pedagogy, programs and resources.

An Explicit Improvement Agenda (EIA) of writing is identified for 2019 and includes the maintenance of number and reading.

A cycle of inquiry is utilised within the EIA including analysis of data, prioritisation, developing a plan, teaching and learning and formative assessment. A focus of the EIA is to lift Levels of Achievement (LOA) in Semester 1 in writing and number, and Semester 2 in writing and a choice of reading or number. Staff members are able to articulate that they utilise some of the strategies outlined in the EIA. The acting principal recognises that further mapping out of the strategies to be implemented would be beneficial in advancing the EIA, including timelines for implementation and roles and responsibilities of staff in leading the improvement strategies.

The school’s administration team is committed to developing the capability of staff members as central to improving student learning outcomes.

The school enjoys the benefit of an established and experienced staff. A distributed leadership model operates throughout the school to support and encourage teachers to undertake leadership roles beyond their classrooms. School leaders report a need to continually develop their skills as instructional leaders in pursuit of delivering outcomes aligned to the EIA. A formalised and strategic approach to developing a culture of instructional leadership throughout the school is yet to be established.



Expectations regarding the use of effective teaching strategies throughout the school are concisely documented in the school's 'Pedagogical Framework 2019'.

School leaders are committed to building teacher and leadership capability in effective pedagogical approaches across the school to drive the EIA. Teaching staff members indicate that they utilise a range of teaching practices rather than relying on a particular model of pedagogical practice. Teacher knowledge and understanding of when or why particular pedagogical practices are used are variable. Consistent school-wide use of agreed high-yield teaching practices is yet to be established.

A whole-school curriculum and assessment plan contains an overview of the units to be taught from Prep to Year 6 for each of the learning areas aligned to the Australian Curriculum (AC).

A 'Planning Planner' booklet is developed by the Head of Curriculum (HOC) and contains curriculum planning documents and expectations for curriculum implementation. Teaching staff identify that the planner provides a central repository for the school's curriculum documents. Writing, reading and mathematics frameworks are developed at the school. Teachers articulate that the implementation of the writing framework is emerging. The mapping of the general capabilities of the AC into the whole-school plan, including units that are locally relevant adopting a strengths-based approach to recognising, valuing and building on students' existing knowledge and skills is an area for development.

School leaders recognise the importance of providing teachers with regular, detailed feedback regarding their teaching practices to enhance student learning.

Processes for school leaders to routinely evaluate the effectiveness of teaching and provide teaching staff with ongoing detailed feedback in relation to their pedagogical practices are yet to be developed and implemented. Teachers indicate that coaches provide modelling of particular teaching practices when requested and peer coaching is a new initiative available to interested teachers. Some observation and feedback processes are negotiated between teachers and coaches and the two parties speak positively of these experiences. The systematic development and implementation of agreed collegial observation, feedback and coaching processes are yet to occur.

Staff are committed to an inclusive culture to maximise the engagement, learning and outcomes for all students.

A school process for referral and providing assistance to students who require additional learning support is established. Clear processes for teachers to seek assistance from specialist staff and the leadership team are developed. A range of intervention and 'excel' programs has been established across the school to lift the academic and social emotional and wellbeing outcomes of students. The 'Student Support Zone' is established as a safe place where students may go before, during and after school. The program strives to deliver a wrap-around service for students and parents to maximise engagement and learning outcomes.



A range of partnerships is established between the school and various community persons and groups, inter-agencies, local businesses and educational partners that contribute to improved student achievement and wellbeing.

Partnerships are resourced by the school and include access to facilities, allocation of human resources and the purchasing of physical items when and as required to support the implementation of related programs. Parents acknowledge the efforts demonstrated by staff at the school in building positive partnerships with students, staff and families in the pursuit of achieving student learning outcomes. The Parents and Citizens' Association (P&C) has a well-established partnership with the school. School leaders acknowledge the importance of the P&C in assisting the school to create an environment that supports and encourages learning.



2.2 Key improvement strategies

Collaboratively refine the focus of the current EIA to clearly specify improvement strategies, roles, responsibilities, accountabilities and timelines for implementation.

Strengthen the instructional leadership capability and unity of the administration team and other school leaders to drive the EIA and whole-school inclusive processes.

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.

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 AC in addition to a plan to implement the school's writing framework.

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.