

Redbank Plains State School

Action Plan Final Report



School
Improvement
Unit



Queensland
Government



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1. Introduction

This report is a product of a 12-month check-in review at **Redbank Plains State School** on **28 February 2018**. It provides an evaluation of the school's performance against the 12-month action plan developed by the school in consultation with the Assistant Regional Director (ARD).

The 12-month check-in was completed by staff from the School Improvement Unit (SIU). For more information regarding the SIU and school reviews please visit the [website](#).

1.1 School context

Location:	School Road, Redbank Plains
Education region:	Metropolitan Region
Year opened:	1874
Year levels:	Prep to Year 6
Enrolment:	669
Indigenous enrolment percentage:	8.52 per cent
Students with disability enrolment percentage:	5.68 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	922
Year principal appointed:	July 2016
Full-time equivalent teachers:	35.2
Significant partner schools:	WoodLinks State School, Fernbrooke State School, Collingwood Park State School, Redbank Plains State High School
Significant community partnerships:	Ipswich City Council, Community Hub
Significant school programs:	Positive Behaviour for Learning (PBL), ROAR (behaviour support program), Dedicated Science, Technology, Engineering, Mathematics (STEM) and Arts specialist teachers, Collegial Learning Teams - Professional Development (PD) facilitation



1.2 Review team

The review was conducted by:

Liam Smith	Assistant Director-General, SIU (case manager)
Phillip Savill	Reviewer

1.3 Contributing stakeholders

The following contributed to the 12-month review:

- a desktop review of the school's performance data and other school information
- consultation with the school's ARD
- a school visit of up to one day, and
- interviews with relevant staff, students, parents and community representatives, including:
 - Principal
 - Associate principal
 - Deputy principals
 - Head of Curriculum (HOC)
 - Head of Special Education (HOSES)
 - Support Teacher Literacy and Numeracy (STLaN)
 - 11 teachers



2. SIU monitoring

2.1 Action plan improvement strategies

The 12-month review looked at how the school implemented the improvement strategies from the action plan with the support of the region.

- Problem of practice – Implement, monitor and quality assure all elements of the Explicit Improvement Agenda (EIA) - Reading and Positive Behaviour for Learning (PBL), to ensure consistency of practice across the school.

2.2 Action plan check-ins

The 12-month review was preceded by the following visits:

Three month	May 2017
Six month	September 2017
Nine month	November 2017



3. Findings

3.1 School performance data

Enrolment decline at the school has continued from 2016 to 2017. Current enrolment at the time of the review of the action plan is 680. This is a decrease of 59 students from 2017.

Student attendance at the time of this report has shown an improvement in 2017 with an 89.7 per cent attendance rate as indicated by the 2017 Semester 2 School Data Profile. This compares with 89.0 per cent for 2016. Attendance for Indigenous students reflects a slight decrease from 90.2 per cent in 2016 to 88.6 per cent in 2017. The year-to-date attendance rate in 2018 is 88.8 per cent.

The percentage of students attending less than 85 per cent of the school year has remained stable from 2016 to 2017 at 27.3 per cent. The rate of Indigenous students attending less than 85 per cent of the school year has shown an increase from 25.8 per cent in 2016 to 28.1 per cent in 2017.

School Disciplinary Absences (SDAs) data indicates an increase in short-term SDAs from 2016 to 2017. In 2016 there were 242 short-term SDAs which compares to 260 short-term SDAs in 2017. At the time of this review, there have been 34 short-term SDAs in 2018. This compares to 74 short-term SDAs for the same period in 2017.

The 2017 National Assessment Program - Literacy and Numeracy (NAPLAN) data indicates that the school's Mean Scale Scores (MSS) in Year 3 in all strands, except reading, declined from 2016. Year 3 MSS performance in 2017 is below Similar Queensland State Schools (SQSS) in writing, grammar and punctuation and numeracy, and similar to SQSS in reading and spelling. Year 5 MSS achievement is similar to SQSS across all strands with the MSS increasing in each NAPLAN strand from 2016.

Student achievement in the Upper Two Bands (U2B) in 2017 has shown improvement compared to 2016 across all strands in Year 3 except writing. Year 3 U2B performance is below SQSS in writing, grammar and punctuation and numeracy, and similar to SQSS in reading and spelling. The U2B achievement of students in Year 5 has shown improvement across all strands in 2017. Year 5 U2B achievement is above SQSS in spelling, similar in writing, grammar and punctuation and numeracy, and below SQSS in reading.

All reading measures in Year 3 and Year 5 in NAPLAN 2017, except for Year 3 achievement at or above the National Minimum Standard (NMS), have shown improvement from the previous year.

The percentages of students at or above NMS in Year 3 in 2017 are all above 80 per cent except numeracy which is 78.8 per cent. The percentage of students in Year 5 at or above NMS has shown an improvement from 2016 to 2017 across all strands except for writing which showed a small decrease.

In 2017, participation rates in NAPLAN in Years 3 and 5 are all above 94 per cent.



123 students across Prep to Year 2 received a 'D' or 'E' equivalent in Semester 1 2017. 103 students received a 'D' or 'E' in Semester 2 2017 in English.

The 2017 School Opinion Survey (SOS) data indicates that students, parents and staff predominantly express satisfaction with the school with 93.3 per cent of students expressing 'This is a good school'. This compares with a State Primary Schools satisfaction rate of 93.0 per cent. In the 2017 SOS, 41.0 per cent of staff agree with the statement 'I feel that staff morale is positive at my school'. This compares with a 2016 satisfaction rate of 54.1 per cent.

3.2 Regional support

ARD support:

The school's ARD has provided ongoing support to the school and the principal. This support has focused on the key improvement actions as identified in the school's action plan and included:

- regular contact including visits to the school, phone conversations and emails
- discussion on the implementation of the 4 year strategic plan and action plan
- establishment and monitoring of targets
- provision of support in data analysis including analysis of headline indicators and the data profile
- strengthening moderation procedures and best practice networks
- provision of observation and feedback for the leadership team and staff members
- coaching of the leadership team
- leadership presentations to staff
- provision of further resource allocation including staffing and financial resources
- participation in Early Years and Reading collaborative communities to share best practice.

Regional support:

- Principal Education Advisor – Australian Curriculum (PEA-AC) provided support that included:
 - development and documentation of a whole-school reading program
 - support in whole-school planning
 - critical friend in setting up data conversations

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- Provision of support and training for unit planning through Lead Learning Forums
 - Professional Development (PD) for staff members regarding assessment and reporting
 - Provision of an over allocation of a HOC for six months
 - Provision of an over allocation of a deputy principal for 12 months
 - 12 month case management process to align regional resources from HR, facilities, Teaching and Learning (T&L), student services and finance

3.3 Observations and general findings

The school has developed a data wall for the tracking of reading data, utilising PM Benchmarks and PROBE assessment tools. The leadership team has continued to use a data wall for the tracking of student behaviour against 'tiers' of support. This data wall is presently undergoing reconceptualization.

Teachers are meeting with their sector deputy principal to discuss student achievement data and to identify students who, with targeted teaching and support, may be able to improve their Level of Achievement (LOA).

There is clear evidence of the work of the leadership team in the analysis of student achievement data and the establishment of year level targets in reading levels, LOAs in English, and PBL. Year level targets are expressed in terms of percentage improvement and numbers of students.

Data sets shared by the school indicate that 89 per cent of students in Year 3 in 2017 were in Tier 1 with regards to their behaviour. This compares with the 2017 target of 90 per cent.

Teachers articulate the links between identifying individual students for growth, their current LOA, and clarity in relation to the learning goals requiring to be addressed to provide growth.

The school's English committee has collaboratively developed the school's Reading Framework. The framework details the school's signature strategies and expectations. Teachers speak highly of the work of the English committee and the collaborative nature of the work.

Artefacts supporting the school's approach to reading and PBL are apparent in all classes visited.

Members of the leadership team have conducted classroom observations and feedback sessions with class teachers. The principal has been modelling expected practice and engaging all members of the leadership team in instructional conversations with student outcomes as the central focus.

Roles and responsibilities are developed for members of the leadership team. The school is yet to finalise the documentation of individual success criteria to guide leadership action. All members of the team are able to articulate that outcomes for the students at Redbank Plains State School are their measurable criteria.



Teachers engage in collaborative planning sessions with members of the leadership team with a focus on unpacking the assessment tasks and the Guide to Making Judgments (GTMJ). Teachers speak highly of this opportunity and the support they have received from the HOC.

The school has introduced mid-unit moderation processes to guide teachers' next steps in the teaching and learning cycle. Teachers interviewed are able to articulate how these opportunities have reaffirmed their teaching and provide clear direction for future teaching focus.

The leadership team in collaboration with staff have developed an *Assessment, Data and Reporting Framework*. The framework details the data collection expectations, assessment tools and types, and reporting expectations. Teachers interviewed reference this framework as a guide for their classroom practice.

The leadership team has developed a *Professional Development and Capability Framework* that details three tiers of support: General, Specialised and Precise. The framework specifies the supports that are provided for teachers to build their capability through multiple forms of PD.

A systematic approach to supporting teacher pedagogy through coaching is yet to be implemented across the school. Coaching has been identified as an intended practice by the leadership team.

The school has continued to use Collegial Learning Teams as a platform to support teachers in the mid-unit moderation, PD planning and unpacking the school's improvement agenda. The leadership team has provided additional Non-Contact Time (NCT) to facilitate these teams. Staff members have been provided with leadership opportunities to lead aspects of this work.

Teachers interviewed speak highly of this investment in their professional knowledge and practice.

Teachers interviewed shared anecdotes of student success and a growing awareness of student learning goals. The school has begun conversations in relation to identifying and rewarding 'extreme green' effort and behaviour. The administration staff has undertaken a significant role in supporting students and teachers with this agenda.

The philosophy of 'every student succeeding is everyone's responsibility' was apparent in the interactions between adults and students at the school.

Teachers acknowledge the further development of consistent practices in relation to the implementation of PBL across the school from the previous three-month check-in. Teaching staff members speak positively about the school tone and the growing sense of direction and purpose.

Student behaviour incidents are recorded and tracked by members of the leadership team and the PBL committee. Explicit teaching opportunities are identified by the committee and



resources are provided to teachers to support this work. The behaviour focus for the week is communicated to all teachers on a Sunday evening.

The school presents as calm and focused on learning. Teachers interviewed comment on the positive changes that have occurred across the 12-month embedding of PBL practices.



4. Outcomes

The SIU recognises the emerging school improvements that have been initiated over the past twelve months. The work of the leadership team and staff, supported by the region, is to be acknowledged and commended.

Interviews with staff identify that teachers' knowledge and understanding has grown over the past 12 months. The school's leadership team and teachers articulate an emerging consistency of language used to describe the teaching of reading. A number of consistent practices were observed in classrooms across the school. The school's approach to professional learning and support is recognised by staff members as a valued practice.

Areas that further consideration might be given to include how the school will continue to embed teacher understanding and expected practices in relation to the teaching of reading in every classroom.

The leadership team may consider revisiting school targets for student achievement to better reflect the sense of optimism and progress of the improvement agenda. It is the opinion of the review team that perhaps the leadership team may be underestimating the platform for school improvement that has been developed over the previous 12 months.

Caution should be noted that the observable improvements and consistency of pedagogical practices are not yet enacted or embedded in all classrooms to the same degree of precision. The recency of the improvement agenda is noted, but staff members express enthusiasm and a commitment to this agenda and the improvement of their practices. A clear plan for future action that remains sharp and narrow must be continuously and collaboratively developed and understood by all stakeholders.

The Regional Director and the ARD are committed to continuing their close support and guidance for the leadership team at the school.

5. Conclusion

Based on the findings from the 12-month review, and information gathered at the previous three-month check-ins, the SIU concludes:

There is sufficient implementation of the key improvement strategies for the SIU to finalise its support and monitoring of **Redbank Plains State School**.