

# Redbank Plains State School

## School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the review, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







### Acknowledgement of Country

Redbank Plains State School acknowledges the Traditional Custodians of the land upon which our school stands, the Jagera, Yuggera and Ugarapul Peoples – and recognise that these have always been places of teaching and learning. We pay our respects to the Elders, both past and present, and to those of the future for they hold the traditions, cultures, memories and hopes of Aboriginal Australia. We must always remember that under the concrete and asphalt of Redbank Plains State School, this land is, it was and it always will be traditional Aboriginal land.

### About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	702
Aboriginal students and Torres Strait Islander students	17.8%
Students with disability	32.4%
Index of Community Socio-Educational Advantage (ICSEA) value	912

### About the review

 <p>4 reviewers from 11 February to 13 February 2025</p>	 <p>163 participants</p>	 <p>69 school staff</p>
 <p>45 students</p>	 <p>33 parents and carers</p>	 <p>16 community members and stakeholders</p>

### Key improvement strategies

#### Domain 1: Driving an explicit improvement agenda

Consolidate recently established change initiatives to provide time for staff to understand, embed new practices consistently across the school and evaluate their impact.

#### Domain 3: Promoting a culture of learning

Build on the established pre-conditions for learning to prioritise academic achievement and intellectual rigor, and increase English Levels of Achievement.

#### Domain 1: Driving an explicit improvement agenda

Clarify the whole-school approach to reading through the curriculum, aligned to the Australian Curriculum, to provide a common understanding and support consistency of teacher practice.

#### Domain 6: Leading systematic curriculum implementation

Formalise roles and responsibilities for individual and collective curriculum leadership to support the systematic alignment of planning, teaching and assessment of learning in all classrooms.

#### Domain 2: Analysing and discussing data

Strengthen staff data literacy and analysis processes to enhance differentiation practices and monitor student learning progress.

#### Domain 7: Differentiating teaching and learning

Strengthen staff capability in using effective teaching practices for differentiating teaching and learning to support all students to be appropriately engaged, challenged and extended in their learning.

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### Key affirmations



#### Staff speak of collegiality as a strength within the school and of how this creates positivity and trust in the team.

Staff highlight the professional and personal support offered by colleagues as a key aspect of the school. They speak positively of the team ethos and sense of collegiality amongst cohort teams and the greater school team. Staff attribute their high morale to the high levels of trust and connections with leaders and each other. They explain this supports rich collaboration and a positive work environment.



#### Members of the school community describe the school as a place that is student-centred with high expectations for learning.

Leaders and staff communicate a common belief that all students can learn and realise their potential with time and appropriate support. They express a commitment to supporting students and the community, including meeting the diverse needs of students and addressing barriers to learning. Staff comment they are inspired to make a collective difference to students' lives and discuss how they support them to achieve.



#### Leaders and staff describe aspiring to the school vision, 'A community where we belong, engage and love to learn' and explain how it provides accountability for school improvement.

Teachers and leaders articulate a strong sense of working together and discuss their understanding of their role in delivering school priorities. They speak of welcoming students and families and supporting each other to foster a strong sense of belonging. Leaders speak of positioning the school as a hub of support for parents. Members of the school community express appreciation for how staff prioritise building strong relationships with students and parents.



#### Staff express appreciation for the support and commitment of leaders to staff wellbeing and collaborative decision-making.

Staff identify their strong support for leaders and express optimism for the school's future direction. They praise leaders for their support, care and clear communication of the school improvement agenda. Teachers welcome the visibility and consultative nature of leaders. They praise their endeavours to support them and describe how they advocate for their wellbeing.



#### Leaders emphasise how the allocation of resources enhances student engagement and achievement and aligns to school priorities.

Leaders explain how resources are aligned to the school's improvement agenda to support teachers to improve student outcomes. Staff express they appreciate the additional support provided through professional development and extra allocation of staff. Teachers explain how these extra resources support initiatives and create opportunities for aligning curriculum, teaching, learning and assessment.