

Red Hill Special School

Executive Summary



School
Improvement
Unit



Queensland
Government



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	8



1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Red Hill Special School** from **4 to 6 October 2017**.

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 consider 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.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Bert Barbe	Internal reviewer, SIU (review chair)
Nicole Finch	Peer reviewer
Jim Horton	External reviewer



1.2 School context

Location:	Waterworks Road, Red Hill
Education region:	Metropolitan Region
Year opened:	1986
Year levels:	Prep to Year 12 and Early Childhood Development Program (ECDP)
Enrolment:	65 plus 35 ECDP
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	n/a
Year principal appointed:	2005
Full-time equivalent staff:	50.39
Significant partner schools:	St Laurence's College, St Joseph's College, Brisbane Girls Grammar School
Significant community partnerships:	McIntyre Centre Riding for the Disabled, InFocus Disability Services, Montrose Therapy and Respite Services, Townsend School Bus Service Pty Ltd
Significant school programs:	Hydrotherapy/Swimming, Horse Riding, Young Men's Christian Association (YMCA) Gymnastics, Yoga, Work experience/Post-School Options, Music Therapy



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, acting principal, two deputy principals, literacy coach, 15 teachers, Early Childhood Development Program (ECDP) teacher/numeracy coach, Education Program Officer, Business Manager (BM), two administration officers, 16 teacher aides, schools officer, state school nurse, music therapist, four therapists and five students.

Community and business groups:

- Parents and Citizens' Association (P&C) president, seven parents, Townsend School Bus Services owner, two community representatives (past parents), two InFocus Disability representatives and Indigenous community representative.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Strategic Plan 2014-2017
Investing for Success 2017	School Data Profile (Semester 2, 2017)
Headline Indicators (2017 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2017	Professional development plans
School pedagogical framework	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey



2. Executive summary

2.1 Key findings

The school motto ‘*Learning for Life*’ underpins the work of all staff members.

School leaders, teachers, teacher aides and all other employees acknowledge the school’s collegial culture based on caring, respectful relationships, integrity and mutual trust. Parents comment on the school’s ‘can do, glass half-full’ philosophy, its positivity towards the students and their learning, and its evolving focus on higher expectations for student achievement.

All staff members are highly committed to the school’s focus on literacy and communication.

School leaders are dedicated to ensuring all staff members have the necessary skills and resources to support student learning. Staff member expectations in literacy and communication are clearly articulated to the whole community and consistently adopted by all staff members. Some parents indicate their child is achieving at higher levels in literacy than they had assumed possible.

The school utilises the Australian Curriculum (AC) general capabilities in literacy and numeracy and Foundation to Year 3 English and mathematics to plan and deliver student learning.

A one-page document highlights elements of pedagogy, curriculum, assessment and reporting. The school is yet to develop an explicit, coherent, sequenced plan for curriculum delivery in all curriculum areas. A plan for the full implementation of all AC subjects by 2020 is yet to be developed.

School leaders articulate that highly effective teaching is the key to the improvement of student learning for the full range of learners.

The school’s current one-page documented pedagogical framework lists a number of key research bases. School leaders identify the need to develop a comprehensive pedagogical framework that will guide all teaching practices across the school.

The school utilises its limited space in a creative manner to provide highly stimulating and vibrant learning environments and to meet operational needs.

The school has very limited space available for the delivery of learning programs and this restricts flexibility in curriculum delivery and student outcomes. The Parents and Citizens’ Association (P&C) is focused on improving educational opportunities for students. Its main priority is to investigate ways to increase the space available for learning and play activities. The P&C is keen to contribute to the development of a master plan for the school.



School leaders prioritise the continual development of a cohesive, expert teaching team across the school.

Classroom teachers engage in the Annual Performance Development Plan (APDP) process. Non-teaching staff members are yet to be involved in developing performance processes.

The school celebrates and promotes its diversity and actively seeks to maximise the learning outcomes of every student.

Parents interviewed are unanimous in their praise for the staff and their efforts to develop programs and to present opportunities for students to succeed. Parents speak highly of the work of the staff and the leadership team to nurture and challenge their child and to address their diverse needs and interests.



2.2 Key improvement strategies

Develop a whole-school curriculum, assessment and reporting plan to ensure that the AC is fully implemented by 2020.

Collaboratively develop a comprehensive pedagogical framework to guide all teaching practices across the school.

Work with regional personnel to develop a four-year infrastructure plan to meet the learning and support needs of the changing and growing student population.

Undertake developing performance processes for all staff members.