

Red Hill Special 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 Education Improvement Branch (EIB) at **Red Hill Special School** from **25 to 27 May 2021**.

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.

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

1.1 Review team

Laurelle Allen	Internal reviewer, EIB (review chair)
Christine Dawes	Peer reviewer
Robert Cole	External reviewer



1.2 School context

Location:	Waterworks Road, Red Hill	
Education region:	Metropolitan Region	
Year levels:	Early Childhood Development Program (ECDP) to Year 12	
Enrolment:	80 – Prep to Year 12 30 – ECDP	
Indigenous enrolment percentage:	nil	
Students with disability:	Education Adjustment Program (EAP) percentage:	100 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1085 – 2020 Semester 1 School Data Profile	
Year principal appointed:	2020	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, guidance officer, four therapists, 19 teachers, 13 teacher aides, 15 students, 20 parents, schools officer, Education Program Officer (EPO), three administration officers, Business Manager (BM) and cleaner.

Community and business groups:

- Parents and Citizens' Association (P&C) secretary and member, Townsend Buses owner operator, and volunteer and past parent.

Partner schools and other educational providers:

- Payne Road State School, principal, The Gap State School principal and Geebung Special School principal.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2021	ICT budget
Investing for Success 2021	Strategic Plan 2018-2021
School Opinion Survey	School Data Profile (Semesters 1 & 2 2020)
OneSchool	School budget overview
Data walls and data spreadsheets	Assessment Booklets and marking guides
Our Pedagogical Approaches 2021	School Facebook, newsletters and website
Individual Student Snapshot	Differentiated Collegial Engagement 2021
Student Code of Conduct 2020-2023	Red Hill Special School Health Check 2019
RHSS Literacy, Communication and Numeracy data collection process 2021	General Capabilities and Achievement Standards Semester 1
Headline Indicators Interim Report (October 2020 release)	2021 Principal & Deputy Principal Responsibilities within Leadership Team
Curriculum Assessment and Reporting Framework spreadsheet	Sample ICPs, reports, Personal Communication Information (PCI)



2. Executive summary

2.1 Key findings

All members of the school community share a passion for meeting the diverse needs of learners.

The school sets high expectations for student learning. An expectation exists that the needs of every student are identified and addressed. Staff members are highly competent regarding differentiation in all aspects of their teaching and detail a wide range of strategies. They expand and perfect their repertoires through reflective practice, planning together and open dialogue with colleagues. Parents speak highly of the manner in which teachers and school leaders identify and address student needs to facilitate, support and maximise success.

Members of the school community describe school leaders, teachers and teacher aides as a unified and effective educational team.

A collegial culture of professionalism, support and trust exists amongst staff members and school leaders and is recognised by parents. The teaching staff acknowledge school leaders as having a high level of expertise in addition to being approachable and highly professional. Leaders express appreciation for the high level of trust, collegiality and commitment to successful student learning shared by all staff members. Many parents articulate their gratitude for the dedication of school leaders, teachers and teacher aides, indicating that they make a significant and positive difference to the lives of their child and their family.

Leaders articulate that the Explicit Improvement Agenda (EIA) for 2021 is reading.

This is identified as the whole-school Wildly Important Goal (WIG). The slogan *'Every student reading every day'* underscores the Annual Implementation Plan (AIP) improvement priorities on many school documents. Leaders suggest that the school has placed a significant focus on intentional collaboration and pedagogy as the drivers for improvement. All members of staff express commitment to improving reading outcomes for students. Teachers indicate that they collaborate to identify possible initiatives to improve reading and are encouraged to develop personal WIGs aligned to the reading agenda. An action plan that provides precision in implementing the EIA priority of reading is yet to be documented, shared and regularly monitored by the whole-school team.

The leadership team is committed to further strengthening the capability of teachers to implement the Australian Curriculum (AC).

Teachers speak positively regarding the professional learning they have undertaken to develop pedagogies to teach reading and writing and are proud of improved student outcomes. Some teachers acknowledge that they teach the elements of the Comprehensive Literacy Instruction pedagogical approach in addition to the AC. Leaders acknowledge that there is a need to continue to strengthen teachers' knowledge and understanding of the AC and its meaningful application in the school context.



The Student Code of Conduct outlines a Positive Behaviour for Learning (PBL) approach to supporting student behaviour.

A PBL team is tasked with reviewing and enhancing the school-wide approach to supporting student behaviour and wellbeing. Staff members suggest that there is a growing need to closely monitor the application of the PBL processes to provide consistency, and support effective teaching and learning across the school. The team is currently in the preparatory phase. Data collected in 2021 is planned to inform the development of a PBL action plan with regional support. There is an intention for the core team members to be trained, prepare an action plan and have clear roles and responsibilities related to the implementation of PBL. Leaders acknowledge that the reinvigoration of PBL is in the early stages and that ongoing focus is required to embed PBL practices with fidelity.

The Differentiated Collegial Engagement Framework supports the implementation of the school's pedagogical approaches.

A weekly professional learning schedule is communicated through the staff calendar. High Impact Teaching Strategies (HITS) are identified, and teachers' capability to implement these strategies is supported by universal, targeted, and intensive support layers. Many teachers articulate growing confidence in the use of these strategies with students. Some teachers articulate a desire to expand the suite of HITS as the improvement agenda and student needs change.

Staff members express a high degree of job satisfaction and passion for their work.

Staff describe strong support from leaders, peers and families. Some staff members express a degree of concern regarding the pace and volume of an increasing workload. Some speak of anxieties in relation to a growing cohort of students with more challenging behaviours. In response, a number of staff members have commenced training in the Berry Street Educational Model¹ (BSEM). School leaders acknowledge a need to collaboratively develop whole-school frameworks and action plans to support staff and student wellbeing.

The collection, analysis and interpretation of data is becoming increasingly sophisticated at a whole-school and classroom level.

Leaders reference a range of data sets to inform strategic planning and to support improvement throughout the school. Leaders have selected data sets to effectively measure incremental progress for the school's diverse learners. The school employs a teacher coach to design data collection tools and to build teachers' data literacy. A series of spreadsheets forms the collection point for whole-school and class data. Teachers are learning to filter the data to support analysis and interpretation. They attribute their growing confidence in using data in their day-to-day work to the support of the coach.

¹ Berry Street Childhood Institute. (2018). *Berry Street Educational Model*.
<https://www.childhoodinstitute.org.au/focus-areas/berry-street-education-model>



The connection between teachers and families is strong.

Parents and staff members speak of the caring and respectful relationships that exist between the school and families. Teachers share information with parents regarding student learning, behaviour and engagement through the highly valued communication book. Many teachers share friendly telephone conversations with parents and frequently call to elaborate on the content of the communication book. Parents express gratitude for the close relationship they have with staff members who know and each day support their child with dedication and high levels of expertise.



2.2 Key improvement strategies

Collaboratively develop an action plan for implementing the EIA that clarifies the accountabilities of all staff members and provides measurable short, medium and long-term targets.

Deepen teachers' knowledge and understanding of the AC, including general capabilities and cross-curriculum priorities.

Review, implement, and regularly monitor the whole-school approach to PBL with a focus on safety and consistency of practice.

Review and further develop the set of agreed high-yield teaching strategies available to teachers aligned to the EIA.

Collaboratively develop and communicate whole-school frameworks to support staff and student wellbeing.