

Richlands East State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Richlands East State School** from **11 to 13 March 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.

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

1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Susan Beatty	Peer reviewer
David Hinton	External reviewer



1.2 School context

Location:	Poinsettia Street, Inala
Education region:	Metropolitan Region
Year opened:	1967
Year levels:	Prep to Year 6
Enrolment:	542
Indigenous enrolment percentage:	15 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	916
Year principal appointed:	2015 (acting)
Day 8 Staffing teacher full-time equivalent (FTE):	33
Significant partner schools:	Glenala State High School
Significant community partnerships:	Multicultural Development Australia (MDA), Mater Refugee Complex Care Centre (MRCCC) unit, Inala Community House Homework Club, Eat up Program, One Box, Coles Second Bite, Smith Family, Translation and Interpreting Service (TIS), Technical and Further Education (TAFE), Hear and Say screening, vision screening, Mission Australia, Inala Community House, Child and Youth Mental Health Service (CYMHS), Anglicare Southern Queensland, Intensive Family Support, Family and Child Connect, Gallang Place Aboriginal and Torres Strait Islander Corporation, Kummara Association, Parent Connect, Inala Community Health Centre including paediatricians and psychiatrists, The Salvation Army, St Vincent de Paul Society, The Aboriginal and Torres Strait Islander Community Health Service (ATSICHS), Inala Wangarra, Inala Indigenous Health Centre, Adopt-a-Cop, Police-Citizens Youth Club (PCYC) – Team Up, Football Queensland

**Significant school programs:**

Culture Room – safe room, teaching and learning, lunch activities, wellbeing, Aquila Room – Indigenous culture and wellbeing, chaplaincy program, volunteer reading program, extracurricular activities including Science, Technology, Engineering and Mathematics (STEM), sport, games room, meditation, movie club, cultural dance clubs – Vietnamese, Pasifika, African, Indigenous, Cambodian, Bollywood, The Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT) counselling, music and art therapy, hip hop, DRUMBEAT



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, Inclusion Hub coordinator, English as an Additional Language or Dialect (EAL/D) coordinator, social worker, Support Teachers Literacy and Numeracy (STLaN), inclusion teacher, guidance officer, Community Liaison Officer (CLO) – Indigenous, 20 classroom and specialist teachers, seven teacher aides, Business Manager (BM), administration officer, 32 parents and 35 students.

Community and business groups:

- Mission Australia educator, Parents and Citizens' Association (P&C) representatives, Chaplaincy Committee member and volunteer reading program volunteer.

Partner schools and other educational providers:

- Principal Glenala State High School and educator Richlands Goodstart Early Learning Child Care Centre.

Government and departmental representatives:

- Councillor for Forest Lake Ward and Acting Deputy Regional Director.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2015-2019
Investing for Success 2019	School Data Profile (Semester 2, 2018)
Headline Indicators (Semester 2, 2018)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	School newsletters and website
Improvement Agenda 2019 - PBL	Responsible Behaviour Plan for Students
Teaching of Writing at RESS	Class at a Glance 2018 – Term 4
Teaching of Reading at RESS	Collaborative Planning Documentation
School Opinion Survey	Improvement Agenda 2019 – Curriculum
Improvement Agenda 2019 – Student Services	Staff Meeting and Professional Development schedule
School based curriculum, assessment and reporting framework	



2. Executive summary

2.1 Key findings

Positive, inclusive and caring relationships between students, staff and parents are reflected in this welcoming school environment.

Parents consistently articulate that staff members are welcoming, approachable, supportive and demonstrate great care and concern for all students. Many parents comment on the strong sense of inclusion for all students and families. Staff members express pride at the inclusive environment of the school and welcome students from 41 culturally diverse backgrounds, viewing this diversity as a strength of the school.

All staff members express a commitment to improving the learning outcomes for all students and articulate the belief that all students can be successful learners.

Conversations with staff members indicate an unwavering theme that staff genuinely care for the learning, social and emotional outcomes of all students. Staff members promote and maintain an environment reflective of the expectation that all students can learn and belong within an inclusive school and classroom. Students report they appreciate the strong sense of belonging they have at the school and the ongoing support and encouragement they receive during the teaching and learning process. The school is committed to the development of every student's academic, emotional, social, physical, artistic and creative potential.

The school's leadership team has developed and is driving an improvement agenda that is clearly understood by all staff members.

All staff are familiar with the Explicit Improvement Agenda (EIA) and express a commitment to achieving the anticipated improvements of student learning outcomes in these focus areas. Staff members identify specific 'success stories' for individual students, particularly in the inclusivity and Positive Behaviour for Learning (PBL) aspects of the agenda. The leadership team identifies that aspects within the reading element of the EIA are progressing well as a common feature of the school's learning routines, and articulates the desire to further progress the EIA writing journey.

The leadership team and teaching staff articulate a high expectation for student attendance.

The school's attendance policy details monitoring processes, interventions and staff responsibilities. Currently, OneSchool indicates the 2019 year-to-date attendance rate is 91.8 per cent with 17.9 per cent attending less than 85 per cent of the school of school days. Indigenous attendance rates are 82.6 per cent with 35.3 per cent attending less than 85 per cent of the time. School leaders acknowledge that further development of the school's attendance processes is required to ensure that consistency of application, monitoring and parental awareness are achieved.



The whole-school curriculum plan is enacted through school's vision of '*know the student, vary the pathway and increase the achievement*'.

The school utilises Curriculum into the Classroom (C2C) as the significant resource to deliver the Australian Curriculum (AC). The leadership team identifies that the next steps in the curriculum planning process is the intentional mapping of the assessment task and associated Guide to Making Judgements (GTMJ) to the AC achievement standard for individual year levels, with consideration given to the achievement standards of other year levels. School leaders recognise the need for rigorous moderation processes to ensure consistency of teacher judgements and provide clarity of reporting against the AC achievement standards for each year level.

The school has a team of enthusiastic and dedicated teachers who display commitment to the school community.

Teachers are highly valued by students and members of the school community. Teaching staff demonstrate a willingness to work collaboratively at planning sessions, staff meetings and informally. Some staff members indicate that they would welcome increased opportunities to expand teacher leadership of a range of processes within the school. Staff members indicate that they are yet to engage with an Annual Performance Development Plan (APDP) process.

The leadership team articulates a clear vision that the school gives a precedence to analysing and discussing data to drive improvement in student learning outcomes.

Data discussions provide a collaborative forum for a dialogue of student learning utilising a case management approach to target individualised student learning needs. These meetings occur once each term and involve teachers presenting reading data for five students from their class groups for detailed analysis. Leadership team members and year level cohort teachers share potential strategies with class teachers. Teachers value this opportunity to analyse and discuss individual, class and cohort data.

Numerous community partnerships have become an accepted part of the school culture.

The leadership team is strategic in sourcing and building relationships with community and government support organisations. The school has a significant partnership with Mission Australia that provides an educator to coordinate the weekly social emotional program, Circles of Care. Approximately 40 per cent of students present at the school with English as an Additional Language or Dialect (EAL/D). The school partners with a number of community organisations to facilitate appropriate and timely support for these students and their families. These partnerships include Multicultural Development Association (MDA), Mater Refugee Complex Care Centre (MRCCC), Translation and Interpreting Service (TIS) and Queensland Program of Assistance to Survivors of Torture and Trauma (QPASTT).



A range of well-attended and supported community events is hosted by the school.

Harmony Day activities are identified as a particularly significant day of celebration whereby the school hosts a number of multicultural activities designed to promote and celebrate the school's diverse community and student population. The school hosts ANZAC Day ceremonies, National Aborigines and Islanders Day Observance Committee (NAIDOC) Day and an end of year concert.



2.2 Key improvement strategies

Sustain the focus on embedded elements of the EIA and collaboratively identify potential next steps and current areas for greater precision.

Strengthen and revise the current student attendance strategies with a particular emphasis on those families of students identified in the below 85 per cent attendance range.

Deepen staff knowledge and understanding of AC achievement standards.

Implement an authentic APDP process that links with the EIA and optimises staff strength and teacher leadership ambitions.