

Redcliffe Special School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from School and Region Reviews (SRR) at **Redcliffe Special School** from **8 to 10 November 2022**.

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 SRR and reviews for Queensland state schools please visit the SRR [website](#).

1.1 Review team

Bradley Clark	Internal reviewer, SRR (review chair)
Erin King	Peer reviewer
Peter Doyle	External reviewer



1.2 School context

Indigenous land name:	Gubbi Gubbi
Location:	Klinger Road, Redcliffe
Education region:	North Coast Region
Year levels:	Years 7 to 12
Enrolment:	97
Indigenous enrolment percentage:	12 per cent
Students with disability percentage:	100 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	995
Year principal appointed:	2022



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Teaching and Learning (HOT&L), senior phase leader, Business Manager (BM), guidance officer, 13 teachers, Speech Language Pathologist (SLP), occupational therapist, physical therapist, 21 teacher aides, two office staff, three cleaners, 27 students and nine parents.

Community and business groups:

- Parents and Citizen's Association (P&C) president, boccia facilitator and Townsend Buses representative.

Partner schools and other educational providers:

- Principal Woody Point Special School and Special Education Training Alliance (SETA) Registered Training Organisation (RTO) manager.

Government and departmental representatives:

- Assistant Director General (ADG) – School and Region Reviews, North Coast Region (NCR) Positive Behaviour for Learning (PBL) coach, NCR Senior Finance Officer (SFO) and ARD.

2. Executive summary

2.1 Key findings

A high priority is given to building and maintaining positive and caring relationships between staff, students and parents.

Interactions with families and other stakeholders are focused on the learning and wellbeing of students. Teacher aides identify the strong bonds and relationships that they develop with students as key to knowing how to best engage and support them. There is a shared commitment to establish and maintain mutually respectful relationships across the school community. Staff members discuss their strong commitment to their students.

A strong culture of collegiality and collaboration exists amongst staff members.

Staff describe feeling that the leadership team value their opinion and include everyone as part of a team approach. The 2022 School Opinion Survey (SOS) data indicates 96.1 per cent agreeance with the statement, 'Staff are well supported at this school', and 96.2 per cent agreeance with the statement, 'The wellbeing of employees is a priority for this school'. Teachers speak highly regarding the opportunity to work in their teaching teams and acknowledge the professional and collegial support they receive from colleagues.

A coherent, sequenced curriculum plan is being developed and implemented.

A whole-school Curriculum Assessment and Reporting Plan (CARP) is created, consisting of connected units of work with phase level plans for each learning area, outlining the assessment requirements. Leaders and teaching staff members are aware that the curriculum plan must align with the delivery of the Australian Curriculum (AC) and meet Department of Education (DoE) expectations of the P-12 curriculum, assessment and reporting framework (P-12 CARF). Planning, teaching and assessing is currently occurring across five learning areas of English, mathematics, science, Health and Physical Education (HPE) and geography.

The importance of a comprehensive approach to implementing the Augmentative and Alternative Communication (AAC) across the school, is highlighted by staff.

A range of AAC approaches are used, including Pragmatic Organisation Dynamic Display (PODD), Proloquo2Go and Aided Language Stimulation (ALS) boards. Some staff members observe that the use of AAC in classrooms and around the school is varied. Staff recognise that AAC is a pre-requisite for inclusion, strong relationships and high-quality learning outcomes. Many staff discuss a belief that AAC and a comprehensive approach to supporting communication needs to remain a core priority for the school.

Leaders and teachers identify the positive progress made in agreed school priorities.

Most teachers discuss an awareness of the three core priorities of: literacy and communication; curriculum; and Positive Behaviour for Learning (PBL). Many staff share a belief that these priorities are appropriate to shape the school's Explicit Improvement Agenda (EIA) and match the contextual needs of the school. The principal celebrates the



achievement of some of the actions and outcomes outlined in the Annual Implementation Plan (AIP). Some members of the leadership team express an intent to ensure future plans have a sharper focus, including precise actions that will directly influence school improvement.

Teachers indicate that they are keen to learn and apply new strategies and pedagogical practices.

Teachers express an interest in engaging collegially to further develop their professional practice, through activities such as Watching Others Work (WOW). Development of a collegial engagement framework, detailing systematic processes of coaching, mentoring, modelling and observation and feedback to support pedagogical practice, is planned. Many teachers express the view that they would appreciate ongoing formal and informal feedback from school leaders. Teachers outline that they have opportunities to engage in professional conversations regarding high-impact pedagogical approaches.

Teachers discuss feeling well supported by the Head of Teaching and Learning (HOT&L) to collate and examine student data.

The leadership team recognises the importance of analysing reliable data to inform and monitor the school's improvement agenda. Each semester, a data conversation is scheduled for each teacher and the HOT&L, with teachers expressing value in these conversations. A deep analysis of data to examine patterns, trends and promote professional reflection of practice through data conversations is yet to be systematically enacted. Similarly, effective use of data through collaborative reflective conversations is yet to focus on promoting the development of personal and collective efficacy defined in terms of student outcomes.

Staff, student and parent agency is valued in the strategic planning process.

The principal outlines a desire to ensure staff have agency, input and, subsequently, ownership of the school's strategic direction. The principal describes the importance of ensuring that authentic consultation, rigorous professional conversations and shared understandings are not compromised for expediency of an outcome. Student voice is recognised as integral to the implementation of whole-school PBL processes through the ambassador program. Parents discuss feeling their voice is heard and the leadership team is responsive to concerns, acting supportively to build trust and confidence between families and the school. Teacher aides describe that they work in a collaborative manner with teachers and that teachers welcome and value their input and feedback.

Comprehensive approaches to support successful transitions into the school and to post-school pathways are developed.

The school has a senior phase leader who works with parents and families to support transitions for students for post-schooling pathways. The senior phase leader conducts excursions with parents to engage with National Disability Insurance Scheme (NDIS) providers. Teachers discuss that their Planning Alternative Tomorrows with Hope (PATH) plans are developed in consultation with parents to support post-school transitions. A comprehensive partnership and transition program is developed with a local special school.



Students enrolling into the school participate in a transition program. The principal of the school visits the local primary school to begin to develop strong relationships with future students.



2.2 Key improvement strategies

Ensure alignment of the three levels of planning with the AC Version 9 across all subject areas, in addition to ensuring P-12 CARF requirements are met.

Develop a comprehensive approach to support all staff to be effective student communication partners in all aspects of the school day.

Develop and build shared ownership of a clear EIA with a sharp, narrow and deep focus to ensure every student is succeeding.

Enact a school-based collegial engagement framework to support staff to reflect on and refine their professional practice.

Develop systematic data systems and processes to further enhance teachers' data literacy, supporting a culture of continuous improvement and promoting individual and collective efficacy.