



School Improvement Unit Report

Richlands East State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Richlands East State School from 20 to 22 October 2015. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	99 Poinsettia St, Inala
Education region:	Metropolitan
The school opened in:	1967
Year levels:	Prep to Year 6
Current school enrolment:	475
Indigenous enrolments:	15.7 per cent
Students with disability enrolments:	2.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	905
Year principal appointed:	July 2015 (acting)
Number of teachers:	19 class teachers
Nearby schools:	Glenala State High School, Durack State School, Inala State School, Serviceton South State School, Western Suburbs Special School
Significant community partnerships:	Early Parent Centre, Inala Wangarra, Second Bite & Coles Mt Ommaney, iSee Community Care, Benevolent Society, Glenala State High School, My Time Parent Support Group, Indigenous Elders, Muslim Elders, Queensland Police Service, Goodstart Early Learning Centre



Unique school programs:	Random Acts of Kindness programs and activities, Kindness Club, Student Leadership Projects, Student Cooking Groups, Prayer Group, Murri Parent Group, Cooraba Dancers, Team Building through Hip Hop Dancing, Family Support Connection and Networks available through chaplaincy
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1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Principals Supervisor
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and deputy principal
 - Teaching and learning coach
 - Business Service Manager (BSM)
 - 16 teacher aides
 - 19 teachers
 - 30 students
 - 15 parents
 - President of the Parents and Citizens' Association (P&C)
 - Principals of neighbouring schools
 - Manager of a local preschool

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Glynnis Gartside	External reviewer
Bernadette Hanna	External reviewer



2. Executive summary

2.1 Key findings

- The school is committed to enhancing learning outcomes and the wellbeing for all students.

A school-wide commitment to every student's success is apparent in school data and the anecdotal evidence of individual students, small groups and classes. Positive and caring relationships among students and staff are highly evident in classrooms and the playground. The school has a whole-school approach to promoting positive behaviour.

- School leaders are committed to finding ways to improve on current student outcomes.

The school has refined its explicit improvement priorities to focus on reading, vocabulary, data analysis and student attendance.

A teaching and learning coach commenced late in Term 2 with a focus on developing teacher expertise in the teaching of reading. Some classroom observations and feedback have occurred as part of this work. Staff indicate collegial and formal observations, and feedback sessions had been undertaken previously, however are not currently being conducted.

- The acceptance, support for and celebration of cultural diversity are highly regarded qualities of Richlands East State School.

The school has students and staff from a diverse range of cultural and ethnic backgrounds for whom English is an alternative language. The students from English as an Additional Language or Dialect (EAL/D) backgrounds are at various stages in their learning of English. This requires all classroom teachers to differentiate the curriculum for these students.

- The school is examining ways to improve attendance across the school.

School data shows that whole-school attendance for students is 91 per cent. The proportion of students attending less than 85 per cent of the school year is 19 per cent. A program in place to lift attendance has resulted in some significant improvement. An Attendance Committee has a variety of strategies in place to ensure sustained improvement in attendance data by providing feedback and rewards.

- The data literacy of the staff are seen as a high priority of the school's leadership team.

The increasing use of data to guide decision making and inform adjustments to teaching and learning is evident across the school. The school has developed a comprehensive assessment plan, including a whole-school data collection schedule for student achievement, attendance and behavioural outcomes.



- The school has a new leadership team that is shaping the future direction of the school.

The school has undergone significant change in the school's leadership during the past two years. Several members of the leadership team are new to the school or their respective roles. It is evident that roles and responsibilities for driving the improvement agenda are continuing to evolve.

- The school's partnerships are being successfully implemented and appear adequately resourced and sustainable.

A wide range of community/school partnerships are in place to enhance the learning outcomes for students. The school leadership team has several partnerships within the immediate community and is continually seeking to strengthen these links. There is evidence that the partnerships are having their intended impact.



2.2 Key improvement strategies

- Define clear and concise roles and responsibilities for school leaders and teams to drive the improvement agenda.
- Sharpen the school's improvement agenda and align allocation of human, physical and financial resources.
- Maintain the focus on up-skilling all staff in the effective management of student behaviour and continue the school's journey of Positive Behaviour for Learning (PBL).
- Facilitate in-depth data conversations at whole-school and year levels. Focus professional development on ensuring that all teachers have a high level of data literacy and can effectively use data to inform teaching and learning.
- Expand the process for observations and feedback to involve school leaders and staff in a collegial approach to capability development.
- Build on teacher understanding and skills in differentiating learning for the full range of students, especially EAL/D students.