Park Ridge State School

Executive Summary

Education Improvement Branch

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Park Ridge State School** from **29** to **31 March 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 the EIB and reviews for Queensland state schools please visit the EIB website.

1.1 Review team

Bradley Clark	Internal reviewer, EIB (review chair)
Keith Graham	Internal reviewer
Rob Lee	External reviewer

1.2 School context

Indigenous land name:	Yugambeh and Jagera
Location:	Mt Lindesay Highway, Park Ridge
Education region:	South East Region
Year levels:	Prep to Year 6
Enrolment:	630
Indigenous enrolment percentage:	11 per cent
Students with disability percentage:	13.2 per cent – Adjustment Information Management System (AIMS) 15.6 per cent – Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Index of Community Socio-Educational Advantage (ICSEA) value:	962
Year principal appointed:	2021

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Inclusive Practice (HIP), seven engagement teachers, Business Manager (BM), 27 teachers, 11 teacher aides, guidance officer, three cleaners, two administration officers, 29 parents, 48 students, three Parents and Citizens' Association (P&C) representatives and school council executive.

Community and business groups:

- Young Men's Christian Association (YMCA) Outside School Hours Care (OSHC).

Partner schools and other educational providers:

- Greenbank State School representing the Logan West cluster.

Government and departmental representatives:

- State Member for Logan and ARD.

2. Executive summary

2.1 Key findings

A strong culture of collegiality and professional collaboration exists amongst staff members within their teams.

Staff express a strong student focus and are committed to supporting students' learning. Staff members possess a range of experience, confidence and expertise in the fields in which they teach. This high level of professionalism amongst teachers is identified by staff as a strength of the school. Year level teams are collectively dedicated to supporting the Explicit Improvement Agenda (EIA) and are committed to the learning and wellbeing needs of all students.

Staff speak highly of the inclusive culture at the school.

The leadership team prioritises resourcing of whole-school approaches that identify individual learning needs and provide early and sustained intervention for full participation in learning. Significant effort has been undertaken to maximise support for all students to promote inclusive practices, including the recent school-based development of an inclusive diverse learning support model. A Head of Inclusive Practices (HIP) supports the implementation of the inclusion agenda.

Teachers new to the school express feeling supported by colleagues and school leaders.

Teachers work in year level cohorts to support one another in planning, discussions regarding strategies to improve student learning outcomes, and resource development and sharing. Staff further acknowledge the importance of formalising agreed-upon school-wide approaches to managing challenging conversations, establishing communication protocols, and respecting the opinions and input of others to enable transparent decision making to enhance the current professional school culture.

The leadership team expresses commitment to leading an EIA focused on enhancing learning and wellbeing outcomes.

Staff members share their beliefs regarding the moral purpose of the school. Staff express appreciation for a level of professional autonomy extended to them by the leadership team. Some staff discuss that consistency of practice across year levels and amongst year level teams is yet to be consolidated. Staff members express a desire for increased levels of clarity from school leaders regarding how the EIA will be progressed, supported and monitored across the school.

The leadership team is committed to the development of staff as an expert teaching team.

School leaders understand that developing an expert teaching team is central to improving student outcomes. Leaders actively support all members of the teaching team to be committed to the continuous improvement of their knowledge and practice. Teachers articulate a desire to understand the school's curriculum delivery expectations through a clear, cohesive and aligned framework. Some school staff articulate that a shared practical understanding of how these concepts are connected, interrelated, and inform school curriculum is developing. A blueprint to inform teacher judgement in adopting appropriate strategies for instruction is yet to be formalised. Staff communicate a belief that they are united in their commitment to students and discuss that a consistent, embedded and whole-school approach to curriculum supporting the EIA is yet to be apparent.

School leaders articulate a commitment to use data to directly inform and monitor student progress.

The weekly Professional Learning Team (PLT) meetings use formative assessment data as the foundation for professional dialogue. The school places emphasis on using formative and diagnostic data to inform classroom instruction and differentiation. The leadership team expresses a belief that further development of staff data literacy will enhance differentiation practices, and subsequently student learning outcomes. Disaggregation of data for students with diverse learning needs, including high achieving students is yet to be developed.

The school is highly regarded in the community as a caring and nurturing school with a 'family feel'.

Parents and community members speak highly of the leadership team, teachers and support staff. Parents describe staff members as approachable, professional and caring. Staff acknowledge the importance of partnering with parents and the local community regarding student and school success and promote positive partnerships with parents. Parents express feeling welcome in the school and speak of the approachability of the leadership team and staff members who greet students and are visible throughout the grounds.

Students articulate appreciation and enjoyment of the Park Ridge Intervention Mastery and Extension (PRIME) approach.

Teachers share confidence in the use of PRIME to support differentiated instruction with number concepts. PRIME for mathematics occurs twice a week for 45 minutes. The focus is the number strand of mathematics, and student data is used to group students by ability across the year level. Teachers articulate the belief that the PRIME approach has a significant positive impact on student achievement. Teachers express appreciation for the support they receive for this, and in particular reference the PLT time dedicated each week to monitor, collaborate and support this initiative.

2.2 Key improvement strategies

Develop, implement and embed a transparent school culture that defines agreed upon values, behaviours and communication protocols.

Collaboratively develop and communicate an EIA to achieve clarity, consistency, cohesion and a shared ownership of the school's strategic direction.

Collaboratively identify and define the school's curriculum expectations and pedagogical approaches to inform teacher Professional Development (PD) and build skills, confidence, and instructional capability within a supported professional learning environment.

Develop systematic approaches to closely monitor precise, disaggregated targets aligned to the EIA.