Park Ridge State School

Executive Summary

School
Improvement
Unit

Queensland
Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Park Ridge State School** from **5** to **8 March 2018**.

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 consider 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)

Natalie Taylor   Peer reviewer

Jim Horton   External reviewer

1.2 School context

Location:	Mt Lindesay Highway, Park Ridge
Education region:	South East Region
Year opened:	1895
Year levels:	Prep to Year 6
Enrolment:	594
Indigenous enrolment percentage:	6.9 per cent
Students with disability enrolment percentage:	6.73 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	972
Year principal appointed:	2008
Full-time equivalent staff:	62
Significant partner schools:	Park Ridge State High School, Logan West cluster schools
Significant community partnerships:	Browns Plains Police Adopt-a-Cop, Logan West chaplaincy, Aussie Adventures Educational Centre, Federal Member for Forde, Councillor for Division 8 Logan City Council, State Member for Logan, MSP Photography, Park Ridge Town Centre, Ricoh Australia, Camp Australia
Significant school programs:	Professional Learning Community (PLC) practice; eLe@rn Bring Your Own (BYO) iPad program; You Can Do It!; Social and Emotional Learning (SEL) program; Early Years Intervention- Brigance, Speech/Language, 1K focus Class, Year 2 differentiated literacy program; extension and challenge -Triple M numeracy; instrumental music

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Head of Learning and Teaching (HOLT), Head of Special Education Services (HOSES), literacy coach, two Support Teachers Literacy and Numeracy (STLaN), Speech Language Pathologist (SLP), two eLe@rn mentors, 33 teachers, 6 teacher aides, Business Manager (BM), two administration officers, Parents and Citizens' Association (P&C) representatives, four school council representatives, guidance officer, tuckshop convenor, 37 parents and 68 students.

Community and business groups:

- Ricoh Australia - Manager and Sales Manager, two school Adopt-a-Cop, Camp Australia Outside School Hours Care (OSHC) – State Manager.

Partner schools and other educational providers:

- Principal of Park Ridge State High School, principal of Greenbank State School, Aussie Adventures Educational Centre – program coordinator.

Government and departmental representatives:

- State Member for Logan and ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Strategic Plan 2015-2018
Investing for Success 2018	School Data Profile (Semester 2, 2017)
School budget overview	Headline Indicators (Semester 2, 2017)
OneSchool	Curriculum planning documents
Professional learning plan 2018	School pedagogical framework
School improvement targets	School data
Park Ridge State School edStudio	School newsletters and website
Responsible Behaviour Plan for Students	School Opinion Survey

2. Executive summary

2.1 Key findings

Positive and caring relationships between staff members, students and parents are apparent across the whole school.

A strong sense of a community that willingly participates in learning exists amongst staff members and students. School teaching and support staff members work diligently to nurture this environment.

Teaching practices across the school reflect teachers' belief that their students are capable of successful learning.

School staff members are committed to the success of all students and there is a belief across the school that all students are able to learn and achieve. Every effort is made to ensure that early identification and intervention occur for all students requiring additional learning support, and that the intervention is monitored and reviewed as students progress.

Teachers describe a shared responsibility within year level teams for the planning of learning areas.

The leadership team and some staff members have identified the Australian Curriculum (AC) as the point of truth for planning and are able to articulate an understanding of the achievement standards. Teachers work with members of their year level team to develop curriculum plans for most key learning areas. A school-wide curriculum plan that forms the basis for planning, assessment, moderation, and overall curriculum direction is yet to be undertaken.

Teachers report favourably on the ways in which the Bring Your Own (BYO) iPad program is motivating and engaging students in learning.

The school is in its second year of utilising a BYO iPad device program. The curriculum committee has recently begun to explore the next steps for further developing Information and Communication Technology (ICT) capabilities and quality teaching and learning practices across the school using iPad's and apps.

Staff members who have undertaken acting leadership positions are familiar with the strategic direction and day-to-day operation of the school.

During the last six months the school has experienced significant changes to key members of the leadership team. The leadership team has developed and documented a leadership model that incorporates roles and responsibilities for all members. The current statement of roles and responsibilities for school and teacher leaders is yet to address specific accountabilities, key actions and implementation timelines for all priority areas.

Teachers describe a shared responsibility within year level teams for the development of assessment processes and summative tasks.

Some teachers articulate an alignment between some assessment tasks and demonstration of the AC standards. Leadership team members report that a school process for Quality Assurance (QA) of summative assessment is yet to be developed.

School community members feel welcome in the school and are comfortable in approaching members of staff.

The school community speaks of how they entrust the school staff with the task of educating their children. Leadership team members articulate that parent participation is higher for events and activities that celebrate their child's class learning and at sporting events. School staff members articulate a desire for parents to become more engaged with their child's learning.

The leadership team places a strong emphasis on the use of data to track student achievement and improvement.

The school timetables weekly Professional Learning Team (PLT) meeting opportunities for teachers to engage in collaborative inquiry using short-term data cycles. PLT meetings are utilised to discuss student performance and reflect on teaching practice.

Classrooms present as purposeful and organised learning environments.

Staff members and parents speak of the positive student behaviour being apparent in the school. They attribute this continuing positive behaviour to the consistent approach of rewarding appropriate behaviour and clear and understood consequences for inappropriate behaviour. The classrooms and buildings are clean and well cared for. The large and attractive grounds are maintained to a high standard.

2.2 Key improvement strategies

Establish a school-wide curriculum plan that forms the basis for planning, summative assessment, moderation, and overall curriculum direction.

Refine and widely communicate the school's strategic direction in the development of the BYO iPad program to enhance learning for students, and in addressing the general capabilities and requirements of the digital technologies curriculum.

Enhance the roles and responsibilities of school leaders to include accountabilities, key actions and implementation timelines for the school improvement agenda and communicate these widely.

Refine the school process for QA of summative assessment.

Further develop strategies in the Parent and Community Engagement (PaCE) framework to increase the involvement of parents in their child's schooling.