Background:
Park Ridge SHS is a co-educational secondary school located on the southern outskirts of Brisbane and was established in 1991. In 2013 the school has an enrolment of approximately 940 students in Years 8 - 12. Current Principal, Ms Valerie Hadgelis, was appointed in 2004.

Commendations:
- There has been significant progress made since the previous Teaching and Learning Audit, especially in the domains of Explicit Improvement Agenda, Analysis and Discussion of Data, A Culture That Promotes Learning, An Expert Teaching Team, Differentiated Classroom Learning and Effective Teaching Practices.
- All staff members understand that improvements in student learning are dependent on ongoing improvements in pedagogy. This is reflected in the work taking place across the school to implement the research based pedagogical framework Learning Design.
- There is a strong foundation of closely aligned strategic and operational planning evident, which drives the school improvement agenda.
- A strong school improvement agenda has been developed since the previous audit. There is a particular focus on improved attendance and completion of assessment.
- The adoption of the School Wide Positive Behaviour Support (Learning Together) has created a more consistent school wide language and approach, emphasises the positive recognition of responsible behaviour and has contributed to an improved culture for learning and behaviour.
- There is widespread use of differentiation placemats which reflects the strength of the developing data culture.

Affirmations:
- There is high staff morale evident.
- There is a strong literacy foundation evident in curriculum planning and professional development.
- A range of structural differentiation strategies have been implemented and have generated high levels of engagement for example, AFL Excellence Program, IMEX, the Scipod program and the Year 10 boys class.
- Resources are targeted to support the strategic goals of the school and the school improvement agenda (Literacy teacher aide support time, Truancy Officer and Closing the Gap coordinator).
- Monitoring and support of senior students and development of a range of clear pathway options has contributed to a trend of improved Year 12 exit outcomes.
- There is a focus on developing higher levels of parent engagement.

Recommendations:
- Continue the development of evidence-based teaching practices through the implementation of the pedagogical framework. Continue to support this with professional development and also with formal mentoring and coaching arrangements characterised by regular observation and evaluation of teaching practice, modelling and feedback by peers and school leaders.
- Continue the development of the explicit school improvement agenda so that it has clear targets and timelines which drive the work of leaders and teachers and which focus, narrow and sharpen the whole schools attention on these priorities.
- Continue to build a learning environment characterised by the engagement of students in challenging, meaningful learning in every classroom and consistent and high expectations around student management, behaviour, attendance and optimal student achievement.
- Develop a consistent and cyclical school wide practice to instructional feedback and target setting so that students can set goals in each subject and self-regulate their learning.
- Continue to build teachers’ skills in diagnosing skills gaps and misunderstandings and catering for individual needs through using multiple means of representation, engagement and expression.