

# Park Ridge State High School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



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## 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 High School** from **24 to 28 April 2017**.

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 which prioritise future directions for improvement.

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

### 1.1 Review team

Alan Sampson	Internal reviewer, SIU (review chair)
Therese Byrne	Peer reviewer
Stacey Beu	Peer Reviewer
John Wessel	External Reviewer



## 1.2 School context

<b>Location:</b>	Lancewood Street, Park Ridge
<b>Education region:</b>	South East Region
<b>Year opened:</b>	1991
<b>Year levels:</b>	Year 7 to Year 12
<b>Enrolment:</b>	1219
<b>Indigenous enrolment percentage:</b>	5.74 per cent
<b>Students with disability enrolment percentage:</b>	8.53 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	959
<b>Year principal appointed:</b>	2015
<b>Full-time equivalent staff:</b>	95.81 (including contract staff)
<b>Significant partner schools:</b>	Browns Plains State High School, Boronia State School, Park Ridge State School, Windaroo Valley State High School and Capalaba State College (Professional Learning Team (PLT) partners)
<b>Significant community partnerships:</b>	Substation 33, Science, Technology, Engineering, Mathematics (STEM), Park Ridge Pirates Australian Rules Football (AFL) club, Pat Hipwell (Reading Approach/Gradual Release Model)
<b>Significant school programs:</b>	AFL Academy, IGNITE (academic excellence program), SOAR (U3B), Instrumental Music Excellence (IMEX), Focused Literacy Intervention (FLI) - reading support



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, leadership team, two guidance officers, 12 teacher aides, 56 students, Business Service Manager (BSM), facilities officer, attendance officer, chaplain, Parents and Citizens' Association (P&C) representative, 21 parents, 64 teachers, community and business groups, Pirates AFL Club president, Substation 33 coordinator, director Harvey's Mechanical and Welding Services, Volunteering Australia, Maxima and Osmac Training coordinator and Technical and Further Education (TAFE) skills manager.

Partner schools and other educational providers:

- ENABLE coalition member, principal of Capalaba State College and principal from Primary Schools Cluster.

Government and departmental representatives:

- Local Councillor for Logan, Federal Member for Forde, State Member for Logan, ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2017	Explicit Improvement Agenda 2017
Investing for Success 2017	Strategic Plan 2015 -17
Headline Indicators (2017 release)	School Data Profile
OneSchool	School budget overview
Professional Learning Plan 2017	Curriculum planning documents
School improvement targets	School differentiation placemat
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Responsible Behaviour Plan	School Opinion Survey
Curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

**All members of the school community commend the enhanced alignment and consistency of school practices that have emerged as a key feature of the improvement agenda.**

Students, parents and teachers predominately highlight the improving status of the school in the broader community. This improvement is attributed to high expectations regarding attendance, student behaviour and academic endeavour. The school motto is '*Excellence in all we do*'. The demand for enrolments at the school has increased recently.

**The school leadership team views purposeful use of school data as essential to effective teaching and learning across the school.**

A whole-school data plan is established and implemented. This plan clearly identifies the data tools used by teachers, the various accountabilities of staff and students regarding student data, the purpose for collecting this data, and how the data is to be used in terms of analysis and future actions. Student attendance and student behaviour are acknowledged as having improved significantly.

**Explicit whole-school targets are set and communicated to staff members.**

Key leaders and teachers have clear roles and responsibilities in line with the improvement targets and associated strategies. Some teachers articulate a clear link between the priorities of the Annual Implementation Plan (AIP), strategic plan and instructional feedback processes.

**The school has a documented whole-school plan for curriculum delivery that ensures consistent learning expectations.**

The alignment of classroom planning and delivery of the Australian Curriculum (AC) varies across faculties. Teachers are involved in some moderation processes within their faculties in the junior school. There is a variance in the alignment to the achievement standards of the AC and moderation processes.

**Engagement with and participation in the wider community are central to the ethos of the school.**

The school's commitment to the provision of alternative pathways for all students is reflected in the extensive offerings that involve strong and effective partnerships with government and non-government agencies, local businesses, other schools, community organisations and individuals. Staff and parents indicate these relationships deliver a range of benefits to the social well-being and learning opportunities for students.



**A pedagogical framework is established based on the Explicit Teaching model.**

The school leadership team has established and communicated clear expectations regarding the use of effective teaching practices in the learning design document. Teachers are aware of these practices. There is a variance in their uptake across the school. The key tenets articulated by most teachers are learning goals, success criteria and Gradual Release of Responsibility (GRR). A broad and diverse range of informal engagement strategies are employed by most teachers to engage students.

**School leaders view the development of staff members into an expert and coherent teaching team focused on consistency of practices as central to improving outcomes for all students.**

Teachers have a shared commitment to the improvement of teaching practices and a growing openness to constructive critique by colleagues. Some leaders and teachers articulate the need for more targeted Professional Development (PD) and coaching to respond to individual progression rates in line with the school's improvement agenda.

**The school offers differentiated programs that cater for diverse learning needs.**

The extension opportunities offered to students are highly valued by parents and the wider community. Special Education Program (SEP) staff members and other intervention staff members work collaboratively with classroom teachers to ensure curriculum is systematically adjusted to address the differing needs of students.



## 2.2 Key improvement strategies

Clarify and communicate the links from strategic plan to AIP to classroom targets for all teaching staff and develop a consistent review and coaching process to ensure the embedding of priorities in classroom practice.

Strengthen alignment to the achievement standards of the AC and moderation processes to ensure consistency of teacher judgement.

Review and consolidate current pedagogical practices in line with the learning design document to ensure effectiveness, relevance and consistency of implementation.

Revisit the professional learning plan to incorporate further targeted PD and coaching using feedback from walkthroughs and Professional Learning Teams (PLT) to align to individual teacher needs and respond to the varying degrees of teacher take-up of school priorities.