



School Improvement Unit Report

Petrie Terrace State School Executive Summary





1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Petrie Terrace State School** from **9 to 11 2016**.

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 Principal Supervisor 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

Jenny Hart	Internal reviewer, SIU (review chair)
Rod Wood	Peer reviewer
Tony McGruther	External reviewer

1.2 School context

Location:	Moreton Street, Paddington
Education region:	Metropolitan Region
Year opened:	2012
Year levels:	Prep to Year 6
Enrolment:	224
Indigenous enrolment percentage:	nil
Students with disability enrolment percentage:	7 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1152
Year principal appointed:	2016 (acting)
Full-time equivalent staff:	13.25
Significant partner schools:	Brisbane City cluster
Significant community partnerships:	HATCH Engineering, Early Years Network, Ithaca Creek State School, Belle Property
Significant school programs:	Peer support, Nature Play, MindUP, Learning to Learn



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Support Teacher Literacy and Numeracy (STLaN), Head of Special Education Services (HOSES), guidance officer, nine classroom teachers, two special education teachers, specialist teachers art, physical education and Japanese (LOTE), seven teacher aides, Business Services Manager (BSM), administration officer, schools officer, Parents and Citizens' Association (P&C) two vice-presidents and one member, 12 parents and 15 students.

Government and departmental representatives:

- Principal supervisor

1.4 Supporting documentary evidence

Annual Implementation Plan 2016	Explicit Improvement Agenda 2016
Investing for Success 2016	Curriculum planning documents
Headline Indicators (2016 release)	School Data Profile (2016 Semester 2)
OneSchool	School budget overview
Responsible Behaviour Plan	Whole School Assessment Plan
Learning to Learn	School differentiation plan
School pedagogical framework	Class Improvement Plan
School data plan	School newsletters and website
Staff Meeting and Professional Development Plan 2016	School Opinion Survey 2016



2. Executive summary

2.1 Key findings

A high priority is given to building positive relationships between staff members, students and parents.

Staff members report that the school's welcoming and warm culture represents a significant strength of the school. Staff morale is high. There is a strong sense of pride and belonging in the school from staff members, students and parents.

The principal is working with the staff and community members to establish a future improvement agenda.

The 2016 Annual Implementation Plan (AIP) and 2016 Explicit Improvement Agenda (EIA) document a range of priority improvement areas including Australian Curriculum (AC) implementation, improvement in student writing and instructional leadership. Some aspects of these plans are developed in the school.

The school has developed year level overviews aligned to the implementation of the AC.

Curriculum into the Classroom (C2C) is the significant resource used by teaching staff to deliver year level overviews. An explicit, coherent plan for curriculum delivery across the school is yet to be developed.

The principal and staff members recognise that highly effective teaching is the key to improving student learning throughout the school.

Teaching staff are participating in a peer coaching process through the *Lesson Study* approach aligned to the school's priority area of writing. Teachers acknowledge that the focus on writing needs to continue to further build and embed consistent practice.

Staff members recognise the need for the school to develop reliable and timely student data sets to understand the performance of the school, cohort groups and individual students.

The school is in the early stages of developing a data culture. Teaching staff develop class improvement plans. The plan is evaluated for outcomes achieved in year level triad meetings. A quality assurance process to support the development and monitoring of these plans is yet to be developed.



The school has a strong collegial culture demonstrated by a high level of mutual support and a willingness to work together

The staff are highly experienced in their teaching roles and many have a long and proud association with the school. Teaching staff work in cooperation with the leadership team, and each other, in formal and informal ways.

The school has a Support Teacher Literacy and Numeracy (STLaN), part-time Head of Special Education Services (HOSES), special education teachers and teacher aides to support the diverse range of student learning needs in the school.

Staff members deliver school-wide programs to support students requiring additional learning support. Processes to allocate specialist teacher and teacher aide time to directly support students and classroom teachers are not yet clear. Systematic processes to track, monitor and evaluate targeted and individual support programs are yet to be developed.

The school has a history of strong parent and community involvement.

The school is held in high regard in the community. A number of unique partnerships exist in the school. The active Parents and Citizens' Association (P&C) events are highly patronized by the broader school community.

2.2 Key improvement strategies

Collaboratively develop a narrow and sharp improvement agenda with clear actions, timelines and student achievement targets. Communicate this agenda to all stakeholders.

Develop a whole-school curriculum plan aligned to the AC and responsive to the local context.

Implement processes whereby school leaders and teachers model and work alongside one another to develop high quality teaching aligned to the pedagogical framework.

Implement quality assurance process including the use of formative and summative assessment to track individual students identified in the improvement plans for students.

Map all student support and targeted intervention to ensure all human resources are timetabled and aligned to the achievement of specific student learning outcomes.