Petrie Terrace State School

Executive Summary

School Improvement Unit

Queensland Government

Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.

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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 **Petrie Terrace State School** from **18** to **20 February 2020**.

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 SIU and reviews for Queensland state schools please visit the SIU website.

1.1 Review team

Christine Dolley	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer
David Manttan	External reviewer

1.2 School context

Location:	Moreton Street, Paddington
Education region:	Metropolitan Region
Year levels:	Prep to Year 6
Enrolment:	249
Indigenous enrolment percentage:	1 per cent
Students with disability:	**Education Adjustment Program (EAP) percentage:** 7 per cent
	Nationally Consistent Collection of Data (NCCD) percentage: 22 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1135
Year principal appointed:	2017
Significant partner schools:	Local cluster schools in the Metropolitan City Cluster – Ithaca Creek State School, Milton State School and Nundah State School
Significant community partnerships:	Jabiru Outside School Hours Care (OSHC), Childcare and Kindergarten (C&K) Paddington Community Kindergarten, Ready Readers, University of Queensland (UQ), Pullenvale Environmental Education Centre, Nudgee Beach Environmental Education Centre
Significant school programs:	Writing improvement agenda, Learning to Learn, explicit core skills, nature play, Petrie Terrace State School – Way Ready to learn, inclusive practices

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Head of Curriculum (HOC), Support Teacher Literacy and Numeracy (STLaN), Business Manager (BM), 16 teachers, eight teacher aides, schools officer, cleaner, 24 students, 19 parents, Parents and Citizens' Association (P&C) president, treasurer and member.

Community and business groups:

- Jabiru OSHC, director and three staff members of C&K Paddington Community Kindergarten.

Partner schools and other educational providers:

- Principal of Moorooka State School and Head of School – Junior of Kelvin Grove State College.

Government and departmental representatives:

- ARD.

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	People At Work Survey
Investing for Success 2019	Strategic Plan 2017-2020
2020 Curriculum Overview	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2020	Curriculum planning documents
School Targets 2020	School differentiation placemat
School pedagogical framework	Reading Placemat
School-wide assessment framework	Writer's Toolkits 1 & 2
School Opinion Survey 2019	Responsible Behaviour Plan for Students
Communication Placemat	2020 Information Book for Parents
Report Card and NAPLAN Update Semester 1, 2019	Roles and Responsibilities – Student Support
Petrie Terrace State School Wellbeing Booklet	Headline Indicators (October 2019 release)
Petrie Terrace Explicit Instruction of Core Skills	Petrie Terrace State School Reading Strategy 2019
Petrie Terrace State School Learning to Learn	School newsletters, Facebook page and website
Collegial Engagement and Observation framework	Petrie Terrace State School Writing Strategy 2017 - 2020
Roles and Responsibilities – Leadership Team Placemat 2020	2017 Critical Friends – A process built on reflection

2. Executive summary

2.1 Key findings

Staff members and parents identify that the school is characterised by a strong sense of community and a welcoming environment supportive of meeting the wellbeing needs of students.

Caring and respectful relationships are apparent across the school community. Staff members acknowledge the importance of these positive relationships for engaging students in their learning. Staff members reference the established collegial environment as an important component of the school and supportive of their wellbeing. Students are inclusive and caring of their peers. Students, staff members and parents have a strong sense of school pride and belonging.

A holistic, nurturing approach to the educational experience of all students is expressed as the positive focus by all staff members.

A strong belief in making a difference through positive relationships is espoused by all members of the school community. Making a difference through a nurturing and supportive learning environment is epitomised by bright positive signage of the three pillars of '*Respect for Self, Respect for Others and Respect for Place*'.

The leadership team is united, committed to, and focused on improving learning outcomes for the full range of students in the school.

The principal recognises the importance of further refinement of the Explicit Improvement Agenda (EIA). The leadership team expresses their intent to collaborate with staff members to develop the school vision for future development with strategic precision and clarity to establish clear timelines, aligned with specific, enacted Professional Development (PD) within the EIA.

Teachers value the support and collaborative approach of the principal, Head of Curriculum (HOC) and sector leaders in assisting them in their understanding of the curriculum.

The enacted curriculum is drawn from the Australian Curriculum (AC) and utilises Curriculum into the Classroom (C2C) units as a resource. The leadership team articulates intent to explore further, deeper implementation of effective processes to quality assure the authentic enactment of the intended curriculum in all classrooms.

The school has developed a research-based pedagogical framework.

The framework identifies visible learning and Gradual Release of Responsibility (GRR) as the key teaching behaviours and defines cultures and behaviours in addition to signature strategies to be used in the classrooms. Some staff members indicate that they are utilising aspects of the pedagogical framework. The framework is yet to be fully implemented across the whole school. Some support staff members indicate their desire to understand the pedagogical approaches being implemented in the school.

Teaching staff members articulate that they highly value the data conversations they have each term with the principal.

School staff acknowledge that this process of data discussion has improved the data literacy skills of teachers particularly in using summative data to track individual student improvement. The use of student achievement data by teaching teams to inform curriculum planning and intervention programs and to monitor the progress of individuals and groups is yet to be established consistently across the school.

Staff members identify individual students, their unique needs and the supports they provide.

Students with disability and high-performing students are identified as priority groups within the school and there is an awareness of tailoring school, classroom and curriculum activities to meet the needs of these students. The principal acknowledges the school is currently reviewing their inclusive practices and making adjustments in line with current research-informed best practice, legislation and policy. Members of the leadership team and the Special Education Program (SEP) team are working with teachers to differentiate the curriculum with appropriate adjustments to content, standard and assessment processes.

Teachers express confidence in their teaching capabilities and an openness to explore research-based best practice to enhance their expertise and current teaching practices.

A 'Critical Friend' process encourages teaching staff to work with colleagues to discuss and solve identified challenges of practice. The process includes the elements of describing the problem in depth, active listening, questioning and feedback. This process is valued by staff members who describe the opportunity of working with colleagues as rewarding and helpful.

The school community demonstrates a high level of respect for long-standing school traditions.

'Our Little Town' is a long-standing reference to the school's place in the Paddington/city area. The school song, school creed and the sundial, relocated rather than removed, exemplifies the high regard for the school's long history since 1868. The Peer Support Program is a well-established program of the school and students aspire to be Peer Support leaders when they reach the senior class.

2.2 Key improvement strategies

Review and refine the school vision for future development with strategic precision and clarity to establish clear timelines and aligned PD within the EIA.

Collaboratively explore further, deeper implementation of effective processes to quality assure the authentic enactment of the intended curriculum in all classrooms.

Develop agreed processes for consistent modelling, mentoring and coaching, involving all staff members that provide opportunities to engage with the school's pedagogical framework to embed the pedagogy in curriculum planning and consistent teaching practice.

Promote further data conversations within the teaching team whereby the learning needs of students are considered, strategies are planned and implemented, and review processes are undertaken to monitor learning growth.

Collaboratively develop a whole-school understanding of inclusion and implement practices that are informed by current research, legislation and policy.