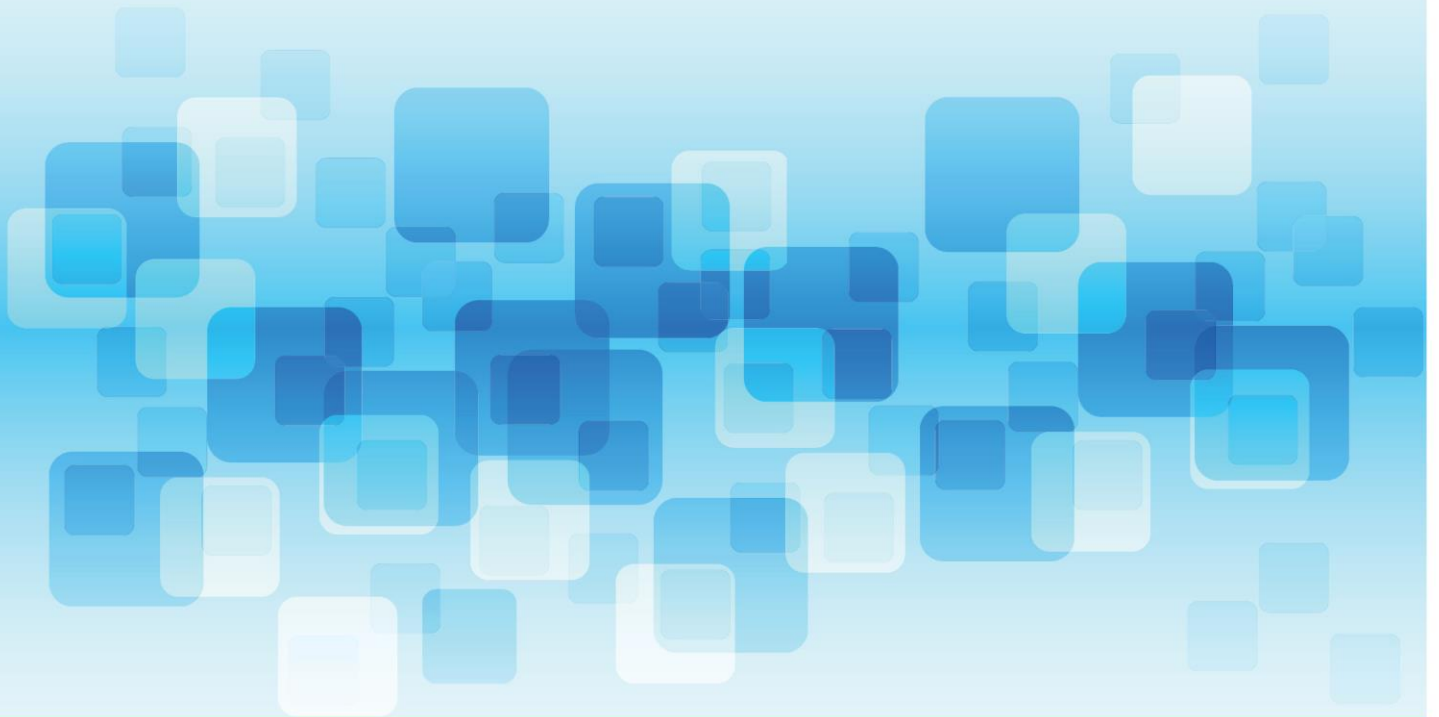# School Improvement Unit
Report

Regents Park State School

Executive Summary

1. Introduction

1.1 Background

This report is a product of a review carried out at Regents Park State School from 19 to 21 April 2016. It provides 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 review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) website.

1.2 School context

Location:	Emerald Drive, Regents Park
Education region:	South East Region
The school opened in:	1994
Year levels:	Prep to Year 6
Current school enrolment:	629
Indigenous enrolments:	4.9 per cent
Students with disability enrolments:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	986
Year principal appointed:	2016
Number of teachers:	33.5 (full-time equivalent)
Nearby schools:	Algester State School, Boronia Heights State School, Browns Plains State School, Browns Plains State High School, Stretton State College, Yugumbir State School.
Significant community partnerships:	Logan City Council, The Benevolent Society, The Salvation Army.
Unique school programs:	The Hub

1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information

- consultation with the school's Assistant Regional Director

- a school visit of three days

- interviews with staff, students, parents and community representatives, including:

    o Principal and deputy principal

    o Business Service Manager (BSM)

    o Master teacher and Head of Curriculum (HOC), Lead Teacher SEP

    o 30 Teachers and 6 Teacher Aides

    o 5 Cleaners

    o Grounds and facilities officer

    o Police officer

    o Chaplain

    o 27 Parents

    o 49 Students

    o 2 Volunteers

    o Community Member

1.4 Review team

Peter Doyle	Internal reviewer, SIU (review chair)
Lesley Vogan	Internal reviewer, SIU
Mary Ann Pearce	External reviewer

2. Executive summary

2.1 Key findings

- Interactions between staff, students and families are caring, polite and inclusive.

  Parents speak positively of the school and students strongly value the interest that their teachers take in them and their learning.

- The school has articulated a narrow Explicit Improvement Agenda (EIA).

  The EIA encompasses improvement in reading, (Reading @ Regents) and attendance at school. Staff members clearly articulate this agenda. Older students were also able to state clearly the school's priorities. Many parents were unaware of the EIA.

- There is a strong sense of collaborative commitment among the leadership team.

  Roles and responsibilities of members of the team are yet to be fully developed.

- A clear, systematic approach to implementing a school wide pedagogical framework is in development by the school's leadership team.

  A wide variety of learning strategies and processes are used in classrooms throughout the school. There is a degree of variability in focus and practices across and between levels.

- Teachers have opportunities to work in professional learning teams. A moderated feedback program is introduced to support teacher implementation of the key strategies of the school.

  Modelling and coaching practices are yet to be developed in the school as are opportunities for teachers to visit colleague's classrooms to watch others work (WOWS).

- The school has begun to plan English and mathematics curriculum, assessment and reporting based on a guaranteed and viable curriculum.

  Teachers indicated that there is inconsistency in the delivery of curriculum and the year level expectations amongst and between year level teams.

- Access to digital resources and availability of student devices in classrooms to support learning is a challenge for the school.

  Many teachers express concern with the current level of information communication technology available.

2.2 Key improvement strategies

- Communicate the school's key priorities to the wider community.

- Fully develop, document and communicate the roles, responsibilities and accountabilities of leadership team.

- Collaboratively develop a pedagogical framework that is owned, understood and implemented by all staff members to provide consistent teaching and learning in all classrooms.

- Develop coaching and formal feedback processes to improve teachers' literacy and numeracy pedagogy to embed processes for the sharing of best practice.

- Review current documented curriculum and develop whole-school scope and sequence guides to ensure alignment to Australian Curriculum (AC) standards.

- Develop a plan for successfully integrating information communication technology in classrooms and across all curriculum areas.