

Regents Park State School

Executive Summary





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 **Regents Park State School** from **10 to 12 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

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|-------------------|---------------------------------------|
| Mr Anthony Ryan | Internal reviewer, SIU (review chair) |
| Mr Anthony Palmer | Internal reviewer |
| Mrs Clare Grant | External reviewer |



1.2 School context

| | | |
|--|--|---------------|
| Location: | Emerald Drive, Regents Park | |
| Education region: | South East Region | |
| Year levels: | Prep to Year 6 | |
| Enrolment: | 788 | |
| Indigenous enrolment percentage: | 8.5 per cent | |
| Students with disability: | Education Adjustment Program (EAP) percentage: | 7 per cent |
| | Nationally Consistent Collection of Data (NCCD) percentage: | 18.6 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 966 | |
| Year principal appointed: | 2020 – acting | |
| Significant partner schools: | Park Ridge State School, Greenbank State School, Yugumbir State School, Boronia Heights State School, Browns Plains State High School, Logan West Cluster of Schools, Childcare and Kindergarten (C&K) Regents Park Community Kindergarten, Kidi Kingdom Child Care, Browns Plains Kids Early Learning Centre, Regents Park Kindergarten & Childcare | |
| Significant community partnerships: | Camp Australia | |
| Significant school programs: | PIT (Preps in Training), Positive Behaviour for Learning (PBL), Leading Learning Collaborative – Clarity, Early Start, Footsteps Dance Company, Social and Emotional Learning | |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, Business Manager (BM), Head of Curriculum (HOC), Head of Special Education Services (HOSES), Leader of Learning (LOL), guidance officer, 35 teachers, 21 teacher aides, three administrative officers, six cleaners, groundsman, facilities officer, 101 students and 43 parents.

Community and business groups:

- Parent and Citizens' Association (P&C).

Partner schools and other educational providers:

- Yugumbir State School and Greenbank State School.

Government and departmental representatives:

- Regional Inclusion Capability Facilitator and ARD.

1.4 Supporting documentary evidence

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|---|---|
| Annual Implementation Plan 2020 | Explicit Improvement Agenda 2020 |
| Investing for Success 2020 | Strategic Plan 2017–2021 |
| School data plan | School Data Profile (Semester 1 2019) |
| OneSchool | School budget overview |
| School pedagogical framework | Curriculum planning documents |
| School improvement targets | School differentiation plan or flowchart |
| School newsletters and website | Professional development plans |
| Responsible Behaviour Plan for Students | School based curriculum, assessment and reporting framework |
| Report card and NAPLAN update Semester 1 2019 | Headline Indicators (October 2019 release) |



2. Executive summary

2.1 Key findings

School staff members are committed and united in providing a quality education for all students.

Staff members are committed to working alongside each other in a focused and strategic manner to provide for all students. This is expressed and enacted through the school motto '*Together we achieve*'. Teachers and school leaders take personal and collective responsibility for improving student learning and wellbeing.

Students value the individualised support they receive and their feeling of safety at school.

There is a strong culture emerging across the school to address the learning needs of individual students within an inclusive education philosophy. This is coupled with a belief that all students are able to learn. The school has moved to a more inclusive model of provision for students with disability and diverse learning needs.

The school has a sequenced plan for curriculum delivery.

Consistent curriculum expectations are provided as a reference for monitoring learning across the year levels. The school's leadership team and teaching staff members are implementing the Curriculum into the Classroom (C2C) programs aligned to Version 8 of the Australian Curriculum (AC) in all areas.

The principal works with members of the leadership team to undertake strategic planning processes.

The school identifies Reading @ Regents as their long-term Explicit Improvement Agenda (EIA). A documented approach to the implementation and success of the EIA is yet to be clearly identified. Members of the leadership team and staff members identify competing school agendas impacting on maintaining a sharp and narrow focus on reading and writing.

School leaders acknowledge that effective teaching is the key to improving student learning throughout the school.

The school's pedagogical and learning framework draws on a range of research-based pedagogical models. Teachers indicate that they utilise a Gradual Release of Responsibility (GRR) model of instruction. Early years teachers speak of implementing Age-appropriate pedagogies (AAP) to enhance the interest and engagement of younger students. There is variance in the understanding and application of the school's identified pedagogies amongst staff members.



Staff member health and wellbeing is a priority area in the Annual Implementation Plan (AIP).

Teaching staff members identify an emerging collegial culture of mutual trust and generosity of spirit within year level cohorts. Most staff members articulate that they value their colleagues' input and support and, in turn, feel valued for their own contributions to the smooth running of their year level. A number of staff members express the belief that there is an opportunity to develop an enhanced collegial respect that impacts on the sense of professional and personal wellbeing.

The principal has established a model of shared leadership to implement school programs and operations.

Coaching and mentoring have been offered through the work of the school's leadership team. Observation and feedback pertaining to classroom practice in reading has occurred for some teachers in previous years. The leadership team acknowledges that consistency in the 'look fors' for these observations is yet to be established.

A range of professional learning and development opportunities is provided for staff members.

School leaders and staff members articulate an understanding of the importance of a collaborative approach to capability development. A coaching and feedback process to improve teachers' literacy pedagogy is emerging. A systematic professional learning plan that aligns Professional Development (PD) and school priorities is yet to be established.

Teachers value the regular opportunities provided to share expertise and to learn from colleagues.

Teaching staff members demonstrate willingness to work collaboratively. Professional Learning Teams (PLT) promote and develop a collegial culture with the explicit intent of improving student learning outcomes and enhancing capability development of school staff members.

Staff members and students acknowledge the dedication and drive of the Parents and Citizens' Association (P&C).

The highly active P&C supports the school through raising funds to enhance school resources. A major recent project has been the air conditioning of all buildings. In the last two years the association has contributed \$185 000 to the school. They are planning to increase sun-safety shade sails and seating for the oval and to purchase water bubblers for the school to enhance the school environment.



2.2 Key improvement strategies

Prioritise and refine the EIA with staff members to identify achievable, measurable targets and timelines.

Collaboratively refine the pedagogical framework to build clarity and consistency in the understanding and use of agreed high-yield teaching strategies across the school.

Collaboratively establish agreed protocols to maintain a culture of mutual trust and respectful relationships to ensure all interactions between all staff members are professional, caring, polite and inclusive.

Formalise the instructional leadership roles for all school leaders in regards to high quality coaching, observation and developmental feedback processes, with a stringent focus on the school's refined improvement agenda.

Collaboratively develop the school's professional learning plan for all staff members with a focus on sharing and reflecting practice within and beyond the school incorporating observation, feedback, coaching and mentoring.