

# Ridgeland State School

## Executive Summary





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## 1. Introduction

This report is a product of a review carried out by a review team from the Education Improvement Branch (EIB) at **Ridglands State School** from **20 to 21 August 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 EIB and reviews for Queensland state schools please visit the EIB [website](#).

### 1.1 Review team

Scott Curtis

Internal reviewer, EIB (review chair)

Kylie Judd

Peer reviewer



## 1.2 School context

<b>Location:</b>	Dalma-Ridgels Road, Ridgels	
<b>Education region:</b>	Central Queensland Region	
<b>Year levels:</b>	Prep to Year 6	
<b>Enrolment:</b>	35	
<b>Indigenous enrolment percentage:</b>	19 per cent	
<b>Students with disability:</b>	<b>Education Adjustment Program (EAP) percentage:</b>	3 per cent
	<b>Nationally Consistent Collection of Data (NCCD) percentage:</b>	25 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1058	
<b>Year principal appointed:</b>	2018	



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM) small schools, four teachers, three teacher aides, two cleaners, 12 parents, 31 students, chaplain, guidance officer and Speech Language Pathologist (SLP).

Community and business groups:

- Coordinator Ridgeland Family Day Care, coordinator Ridgeland State School Playgroup and driver of school bus run.

Partner schools and other educational providers:

- Principal Depot Hill State School.

Government and departmental representatives:

- Councillor for Division 5 Rockhampton Regional Council, State Member for Mirani and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Strategic Plan 2017-2020
Investing for Success 2020	School Data Profile (Semester 1 2020)
Headline Indicators (May 2020 release)	School budget overview
OneSchool	School Opinion Survey
Staff induction handbook	Student learning and wellbeing framework
Staff wellbeing framework	Responsible Behaviour Plan
School pedagogical framework	School newsletters and website
School based professional learning framework	Parent and Community engagement framework
School based curriculum, assessment and reporting framework	



## 2. Executive summary

### 2.1 Key findings

#### **Parents, students and staff acknowledge a strong sense of community at the school.**

The community speaks highly of the school and the positive interactions that exist between students, staff, parents and community members. The school's values centre on the expectations of '*We CARE – Co-operate, Act responsibly, Respect and Excel*'. These values are widely displayed, well known and used by staff and students. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents that allow for a mutually respectful environment.

#### **The school has a culture of collegiality and teamwork that is apparent between staff.**

The principal is working with teachers in the school to build confidence and capacity to use the skills required to support the learning needs of students. Staff are committed to the continuous improvement of their professional practice. The teaching team identifies that teacher aides are a valued part of classroom and school operations and that they are skilled colleagues who are making a difference to student learning outcomes.

#### **The 2020 Annual Implementation Plan (AIP) identifies the priorities of reading, whole-of-school curriculum and spelling.**

Each priority area within the AIP includes a stated strategy, supporting actions, a timeline, the responsible officer/s and targets. Targets aligned to the priority areas pertain to student reading and spelling achievement, in addition to school pedagogical framework development. Targets are articulated with a varying degree of measurable detail. Staff indicate that the intent of the priority areas is consistently and widely known. The enactment of these priority areas through defined agreed practices with regular monitoring of implementation to promote consistency of practice, is emerging within the school.

#### **The principal views school-wide analysis and discussion of data as vital in improving student learning outcomes.**

The principal articulates a process for the collection of data, and the important role that data plays in the improvement of student outcomes. There is a documented formative assessment schedule. Teaching staff utilise their own classroom data, gathered from tests and assessments, to identify starting points for improvement and to monitor student progress over time. A consistent school-wide process, including a common understanding of the purpose of data collection and discussion focused on whole-school data is yet to be embedded.

#### **Staff members express commitment to implementing a systematic curriculum approach.**

The school has an established sequenced curriculum delivery across the years of schooling, comprising an overview of whole-school intended curriculum, year level and unit plans for each learning areas. This curriculum delivery caters for the multi-age classroom structure,



making clear what, and when, teachers should teach and students should learn. Opportunities that may exist to support a curriculum that is offering challenging and deep learning for all students is yet to be realised through the curriculum planning processes.

**Staff express a genuine belief that all students are capable of learning successfully when provided with time and support.**

Teaching staff members utilise a range of strategies to support students to identify their next steps for learning including the development of learning walls, conferencing of student work and student learning goals. Variability in relation to individual and group goals exists across the school. Students are able to identify their goal, with some students able to articulate the next steps to achieve their goal.

**Teachers articulate that the multi-age context of the school provides opportunity to meet the learning needs of students.**

Throughout a school day, students can work in whole-class, year level, small group and individual learning configurations. Classrooms allow for breakout groups and individual learning opportunities. Teaching strategies provide revision and extension within a lesson and opportunity for students to practise a skill or concept many times. Parents comment favourably regarding the learning experience opportunities that the multi-age settings provide.

**The school community reflects a strong sense of pride in the school and its place in the community.**

The principal highlights the supportive and valuable nature of the Parents and Citizens' Association (P&C). The school has an active P&C that supports the school by fundraising to support school resources and student learning opportunities. Community members comment that there have been multiple generations of families attending the school. Staff, students and parents speak positively regarding their connection with the school.



## 2.2 Key improvement strategies

Further refine and sharpen the Explicit Improvement Agenda (EIA) focus and collaborate with all staff to define the agreed practices and what this looks like in classrooms, to promote consistency of practice against established targets or milestones.

Refine the whole-of-school data collection and analysis process to ensure the purpose, shared understanding, and use of data to inform the next steps is understood and enacted consistently.

Explore opportunities within the curriculum development phase to support a challenging curriculum for all students that offers deeper learning.

Collaboratively design school-wide systems to support students to monitor their own academic progress and establish goals for future learning.