

Park Lake State School




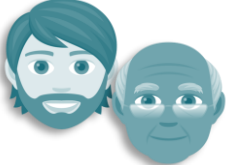





School-led review validation report

About the school

We would like to acknowledge the Kombumerri People of the Yugembah language group, the Traditional Custodians who have cared for the mountains, rivers, sea, and sky where our school is located and pay our respects to the Elders past, present and future for they hold the memories, traditions, culture and hopes of Indigenous Australia.

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	975
Indigenous enrolments	4.9%
Students with disability	17%
Index of Community Socio-Educational Advantage (ICSEA) value	1024








About the school-led evaluation

 20 weeks	 Executive leadership team reflections	 Year level, area and whole teaching staff sessions
 Teacher aide session	 Individual feedback	 Parent surveys
 Student forums	 Assistant Regional Director (ARD), regional staff and cluster principals	 Community organisations and business groups

About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at Park Lake State School on 14 and 15 of June 2023.

- Anthony Palmer, Senior Reviewer, SRR (validation chair)
- Kerri Jones, Assistant Director-General, Capability
- Greg Brand, Lead Principal, Capability
- Andrew Oliver, Assistant Regional Director, FNR

 Two days	 26 individual conversations	
 76 school staff	 44 students	 16 parents and carers
 16 staff and student forums	 6 community members	

Key affirmations

These key affirmations strongly align with the school-led evaluation findings and the validation team findings.



Staff celebrate the high levels of collegiality and professional autonomy that are features of the school.

A collegial culture is readily apparent throughout the school. Teachers identify the positive impact of Collaborative Learning Conversations (CLC), expressing they provide a collegial forum to engage in rigorous conversations regarding curriculum, teaching and learning. Teachers appreciate the trust and confidence afforded in them by leaders, including the way CLCs are structured, resourced and prioritised. They value the opportunity to deeply discuss student achievement data and share strategies to improve student learning and wellbeing outcomes. Teachers articulate they feel comfortable and confident to share challenges and ask questions in a supportive environment. Staff express the value of the co-teaching model, opportunities to watch others work, and the professional flexibility they are regularly afforded that allows them to show their own flair.

The school is focused on continuous improvement, built on a foundation of high levels of staff capability and confidence.



An ongoing cycle of inquiry reflects the school’s ways of working. Staff value the opportunity to work with and learn from each other. The analysis and discussion of a holistic range of data is seen as a fundamental tenet of quality teaching and learning. Staff value time for in-depth discussion of students’ learning and achievement, including conversations to adjust learning to achieve improved student outcomes. Each CLC collaboratively sets and regularly reviews targets and timelines to ensure a focus on continuous improvement. The use of learning walls is highly regarded by students and staff in promoting student agency in the teaching and learning process. Students share they are ‘tickled pink’ with the feedback they receive from teachers on their learning. School leaders proudly talk about the capability and confidence of staff members.

School leaders take pride in their instructional and relational approach to leading the school.



Leaders demonstrate a clear commitment to continuous improvements with a focus on teaching and learning, collaboration and student success. School leaders are overseeing an Explicit Improvement Agenda (EIA) that is firmly entrenched and owned, with clear and coherent processes to support whole-school improvement. The principal is acknowledged by staff as an authentic and inspiring leader who is genuinely committed to building the capability of staff and supporting their wellbeing. Staff express genuine appreciation for the personal and professional support they receive from school leaders, and for the high levels of organisation and communication demonstrated by leaders. Parents appreciate the accessible, visible and responsive nature of leaders.

Staff members are strongly committed to knowing and caring for their students, and developing and sustaining meaningful and supportive relationships.



Staff members express a collective belief that every child is capable of learning and succeeding. To support this endeavour, a high priority is placed on ensuring goals are tailored and measured, and developed and discussed collaboratively. Staff new to the school are effusive in their praise of how warmly they are welcomed and the high levels of support they receive from their team and school leaders. Students express staff are kind and helpful, and care about them and their learning. Parents speak positively about the care from staff, strength of relationships and sense of belonging that exist at the school. They share appreciation for the way that, even within a big school, their children are known and looked after. The school endeavours to engage and partner with the diversity of the community.

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Improvement strategies

Key improvement strategies

These key improvement strategies, informed by the school evaluation and prioritised by the SRR validation team are listed in order of priority. They align with the improvement strategies identified through the school-led evaluation process.

Domain 5: An expert teaching team

- Collaboratively develop a formal and agreed approach for all staff to participate in classroom-based learning that includes modelling, coaching and mentoring opportunities within and beyond the school to further build staff confidence and capability.



Domain 7: Differentiated teaching and learning

- Consolidate and extend opportunities for teachers to strengthen their capability in effectively implementing differentiated learning experiences that are informed by data to cater for the diverse range of student needs.



Domain 4: Targeted use of resources

Enact the collaborative and systematic monitoring and evaluation of the effectiveness of human resource allocations and their utilisation to support student classroom learning and maximise student outcomes.



Domain 7: Differentiated teaching and learning

Strengthen the knowledge and toolkit of teachers to provide rich learning experiences that engage and support high-achieving students to realise their potential.



Domain

SRR endorsed school identified improvement strategies



1

An explicit improvement agenda

- Maintain the focus on emerging elements of the EIA and collaboratively identify potential next steps and current areas for greater precision.
- Strengthen parental communication and consultation to enhance engagement and collective ownership of learning.



2

Analysis and discussion of data

- Sustain a culture of self-reflection, enabling all staff to engage in deep discussions of student achievement data to inform differentiated teaching practices.



3

A culture that promotes learning

- Deepen the understanding and capability of all staff to utilise and apply an educative approach to respond to and support the needs of all students.



4

Targeted use of school resources

- **Enact the collaborative and systematic monitoring and evaluation of the effectiveness of human resource allocations and their utilisation to support student classroom learning and maximise student outcomes.**
- Further refine the school's Connection Cards approach to ensure responsiveness in allocation of resources to support emerging student needs.



5

An expert teaching team

- **Collaboratively develop a formal and agreed approach for all staff to participate in classroom-based learning that includes modelling, coaching and mentoring opportunities within and beyond the school to further build staff confidence and capability.**



6

Systematic curriculum delivery

- Consolidate moderation practices within the school, and expand to include outside school moderation, to further deepen teacher understanding of the Australian Curriculum (AC), inform teaching and planning, and quality assure consistency of judgement.
- Collaboratively develop and implement effective processes to quality assure the authentic enactment of the intended curriculum in all classrooms.



7

Differentiated teaching and learning

- **Consolidate and extend opportunities for teachers to strengthen their capability in effectively implementing differentiated learning experiences that are informed by data to cater for the diverse range of student needs.**
- **Strengthen the knowledge and toolkit of teachers to provide rich learning experiences that engage and support high-achieving students to realise their potential.**
- Refine the monitoring processes and rigour of assessment for students supported with Individual Curriculum Plans (ICPs) to ensure all students are receiving their full curriculum entitlement and are able to progress their learning.



8

Effective pedagogical practices

- Refine the collegial engagement framework to build teacher capability in implementing the agreed pedagogical strategies through coaching, modelling, observation and feedback.



9

School-community partnerships

- Explore opportunities to encourage positive parental involvement across the school to collectively support student learning and wellbeing.
- Implement and review parent communication strategies, responsive to the evolving needs of the school community.

