Background:
Park Ridge SS, located in South East region, was established in 1895 and serves a student population of 570 students from Prep to Year 7 in 23 classes, including 37 students who are supported by a Special Education Program (SEP).

Commendations:
- Improvement has been made since the previous audit in the domain, A Culture that Promotes Learning, evidenced by the respectful and caring relations between teachers and students.
- The tone of the school reflects a school wide commitment to creating a safe, supportive and disciplined school environment.
- The Principal and other school leaders have introduced and resourced a range of effective strategies to address school improvement strategies in reading, writing and mathematics. This has been reinforced through planning in the Great Results Guarantee.
- The work of focus classes and the learning support team has been highly effective from an early intervention perspective.

Affirmations:
- Social emotional learning is a feature of every classroom on a weekly basis.
- The Seven Steps to Writing strategy has been well received by teachers and is impacting on teaching in the classroom.
- The Question and Response (QAR) program is embedded as a whole school reading comprehension strategy.

Recommendations:
- Develop a stronger focus on giving feedback to students on their learning.
- Formalise processes for instructional leaders to observe teachers and give feedback on their pedagogy. Link the focus for observation to key improvement priorities and teacher practices highlighted in the Developing Performance Framework process against agreed teacher standards.
- Continue to review the delivery of the school's pedagogical Framework and the use of The Ridge Requisites in all classrooms to build consistency of curriculum delivery and preferred pedagogical practice.
- Review the instructional leadership roles to maintain a vertical alignment of curriculum delivery and intervention strategies throughout the school.
- Ensure that the Curriculum Cohort Coordinator (CCC) planning is strategically informed by short cycle school data.
- Continue to develop teachers' skills in differentiating planning and teaching to suit the needs of all students.
- Renew liaison with Park Ridge SHS in relation to progressing the curriculum and pedagogy that will enhance the transition for Junior Secondary.