



School Improvement Unit Report

Wondall Heights State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Wondall Heights State School from 15 to 19 May 2015. 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:	Wondall Road, Many West
Education region:	Metropolitan
The school opened in:	1966
Year levels:	Prep to Year 6
Current school enrolment:	678.4
Indigenous enrolments:	6 per cent
Students with disability enrolments:	8.8 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1024
Year principal appointed:	2014 (acting)
Number of teachers:	27 (full-time equivalent)
Nearby schools:	Lota State School, Wynnum West State School, Wynnum State School, Manly State School, Wynnum High School, Brisbane Bayside College
Significant community partnerships:	Wynnum Manly Cricket, Wynnum Many Rugby League, Rotary, Bunnings
Unique school programs:	The Arts



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:
 - Principal and three members of the leadership team
 - 26 classroom and specialist teachers
 - Four staff from the intensive support team
 - Three non-teaching staff
 - Business Services Manager (BSM)
 - Ten teacher-aides
 - 20 student leaders
 - Parents and Citizens' (P&C) association president and treasurer
 - Local high school principal
 - 12 parents
 - The local member

1.4 Review team

Michelle D'Netto	Internal reviewer, SIU (review chair)
Matthew Glen	External reviewer
John Collins	Peer reviewer



2. Executive summary

2.1 Key findings

- The leadership team lead a strong improvement agenda.

The school improvement agenda has four stated priorities: reading, writing, problem solving and differentiation. The newly developed leadership team is managing changes in structures and processes and aligning these to the improvement agenda. The combination of structural and pedagogical changes has been significant.

- Resources are well aligned to the improvement agenda to maximise learning.

Significant human resources are committed to supporting school priorities, strategic intervention and developing teacher capability. Great Results Guarantee (GRG) funds are allocated to the purchase of additional teacher-aid hours and two part-time pedagogical coaches.

- Coaching and mentoring are in a developmental phase.

Minimal evidence existed of any significant impact of a structured coaching and mentoring program across the school. This has been recognised and addressed by the school. The leadership team conduct classroom walk-throughs.

- Explicit instructional practices in the school's pedagogical framework are inconsistent across classrooms.

The school leadership team encourages the use of research-based teaching practices, however there was limited evidence of explicit instructional practices embedded across the school. This has been recognised and is being addressed by the team.

- The special education program delivers a responsive and supportive environment.

A team of dedicated teachers and specialist aides provide a combination of intervention and support programs, which includes both in-class and focus group withdrawal lessons. The program is growing significantly, in size and complexity.

- The school has a well-documented curriculum and assessment framework.

The curriculum and assessment framework and delivery plan provide clear direction for time allocations, content and assessment strategies across all key learning areas drawn from the Australian Curriculum and the Queensland curriculum.

- The school has a comprehensive performing arts program.

The performance arts programs are exemplary and have a positive impact on the culture of learning and school-community partnerships. The school community have pride in their school.



2.2 Key improvement strategies

- Narrow and sharpen the improvement agenda and review the timelines and pace of the implementation process.
- Enhance teacher capability in using explicit instruction practices to improve the consistency of its use across the school.
- Design an operational structure for the intensive support team. Review their roles and responsibilities and communicate this to school community.
- Develop effective coaching and feedback processes aligned to the improvement agenda.
- Develop links with the early childhood providers to enable a smooth transition to Prep.