Wondall Heights State School

Executive Summary

School Improvement Unit

Queensland Government

Contents

1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Wondall Heights State School** from **10** to **12 June 2019**.

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 Lead Principal 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

Anthony Ryan	Internal reviewer, SIU (review chair)
Ross Kubler	Peer reviewer
Valerie Hadgelias	External reviewer

1.2 School context

Location:	Wondall Road, Manly West
Education region:	Metropolitan Region
Year opened:	1966
Year levels:	Prep to Year 6
Enrolment:	702
Indigenous enrolment percentage:	6 per cent
Students with disability enrolment percentage:	6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1027
Year principal appointed:	2014
Day 8 staffing teacher full-time equivalent (FTE):	44
Significant partner schools:	Wynnum Manly State Education Alliance (WMsea): Brisbane Bayside State College, Wynnum State High School, Manly State School, Manly West State School, Wynnum State School, Wynnum West State School, Lota State School, Tingalpa State School, Moreton Bay Environmental Education Centre
Significant community partnerships:	Yulu-Burri-Ba, Kummara, Bunnings Warehouse
Significant school programs:	Performing Arts – Dance

1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, two deputy principals, head of inclusion, Head of Curriculum (HOC), two Support Teachers Literacy and Numeracy (STLaN), innovation leader, coach, two special education teachers, Business Manager (BM), two administration staff, 27 teachers, 13 teacher aides, schools facilities officer, chaplain, 39 parents, and 63 students.

Community and business groups:

- Representative of Yulu-Burri-Ba health services.

Partner schools and other educational providers:

- Representatives of Manly State School, Brisbane Bayside State College, and Goodstart Early Learning Wynnum West – Wondall Road.

Government and departmental representatives:

- Councillor for Wynnum Manly, State Member for Lytton, and Lead Principal.

1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	OneNote
School improvement targets	Professional development plans
School pedagogical framework	School newsletters and website
School data plan	Responsible Behaviour Plan for Students
School based curriculum, assessment and reporting framework	School Opinion Survey

2. Executive summary

2.1 Key findings

Staff members describe a collegial culture based on mutual respectful and caring relationships.

The collegial engagement developed between the leadership team and teachers is built on mutual respect and trust. The ensuing culture allows for open and honest feedback on teaching through the instructional coaching framework.

School leaders accept personal responsibility for driving improvements in teaching throughout the school.

The school leadership team recognises that highly effective teaching is the key to improving student learning. Teachers acknowledge the value of a continuing focus on teaching practice to improve engagement and learning outcomes for students.

Year level teams work collaboratively on curriculum planning.

School leaders and teachers report there has been a recent emphasis on building teacher understanding of the Australian Curriculum (AC), and this remains a work in progress. Teacher capability in this regard varies across the school.

School leaders articulate a clear vision that the school prioritises the analysis and discussion of data to drive improvement in student learning outcomes.

Teachers identify that they are at different stages of data literacy relative to their level of teaching experience. Data is utilised to identify starting points for teaching, skill gaps and misunderstandings and to monitor student learning. Some teachers utilise data to reflect on the effectiveness of their teaching. The use of data to inform the next steps for teaching is yet to be an embedded practice across school.

Classrooms exhibit engaging and stimulating physical environments that support and encourage learning.

There are instances of innovative practice that encourage student inquiry, creative exploration and independent learning being offered to students. Parents and students express the view that there is opportunity to further develop these experiences. Staff members express a desire to build their capacity to develop innovation in the classroom curriculum.

Teachers recognise the importance of regular, timely and purposeful feedback to students in order to empower them to improve their outcomes.

A range of feedback mechanisms is established throughout the school. Reading goal processes occur in some classrooms. A whole-school approach to the development and monitoring of student learning goals is not currently implemented. School leaders recognise

the importance of students taking ownership of their learning and identify this as an important next step in the school's improvement journey.

Staff members value the feedback provided to them by peers and the leadership team.

Members of the leadership team co-plan, co-teach and model lessons to staff. Teachers who systematically utilise the agreed high-yield strategies model for new and beginning teachers. Opportunities for school and teacher leaders, who systematically utilise the agreed school pedagogical practices to improve student learning, to provide differentiated coaching and mentoring support to teachers are emerging through the actions of some teachers.

Students, parents and community members speak highly positively regarding the school and its welcoming culture.

They outline the growth and fostering of a positive sense of community as essential to the ethos of the school. Students speak with pride regarding their connection with the school. Parents, students and community partners articulate the school is a 'school of choice' in the local area.

School leaders express a commitment to success for all students.

Students, staff members, parents and the wider community acknowledge that the school is an inclusive place for all students. School leaders encourage the tailoring of teaching to the needs of students. Staff members acknowledge that students are at different stages in their learning. Teaching staff recognise the importance of differentiation to ensure students are appropriately engaged, challenged and extended.

2.2 Key improvement strategies

Build teacher capability to implement the whole-school curriculum plan and alignment to the AC including general capabilities and cross-curriculum priorities.

Develop consistent professional understanding and knowledge by all staff members regarding the use of data sets to identify starting points for improvement and to monitor progress over time.

Build a culture of inquiry and innovation where creative exploration and independent learning is valued.

Develop teacher skill in the development of student learning goals and the ability to provide timely and regular feedback that enables students to set goals for the future and track their progress towards these goals.

Identify school and teacher leaders who systematically utilise the agreed school pedagogical practices, to provide differentiated coaching and mentoring support for teachers as identified through the school's instructional coaching, walkthroughs and reflective practice processes.